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ABSTRACT

Part of a program to increase the academic growth of preschool and primary grade students through the utilization of brain hemisphere research, this volume contains lessons designed to improve basic reading skills. Material is divided into two sections. Section 1 contains 17 activities to develop letter and word recognition. In activities 1-12, students associate the general size and position of letters with the letters themselves. The remaining activities treat rebus posters, complex words, word discovery, and finger reading. Section 2 contains 32 lessons which incorporate music and art into activities for developing vocabulary and comprehension. Activities include songs, jingles, coloring, poetry, fables, proverbs, shaping, sequencing, and acting. All activities are designed to develop both right and left brain processes as well as hemisphere integration. (LP)

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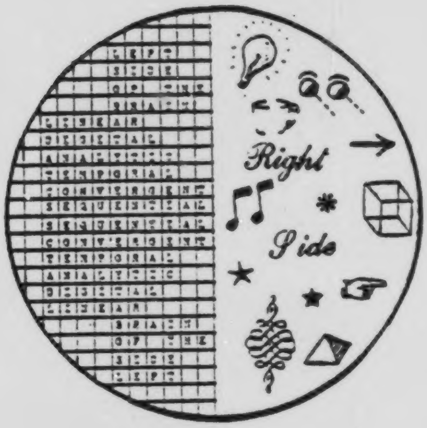
Teaching Both Sides of the Brain



Book II

Reading

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SO 015 241

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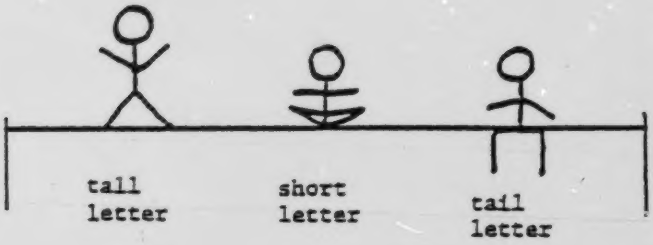
LOWER CASE CORRAL

INTRODUCTION

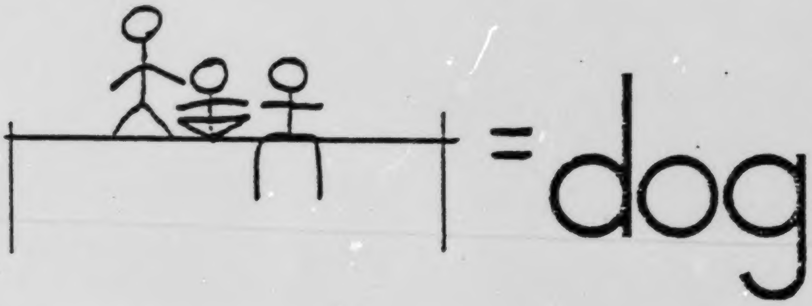
In this series of lessons students are asked to associate the general size and positions of letters with the letters themselves. The letter shapes may be combined to make word shapes. These skills are accomplished in the following ways:

1. Students become the letters by either:

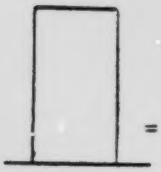
   .standing on a table
   .sitting on table with legs crossed
   .sitting on table with legs dangling

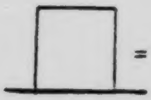


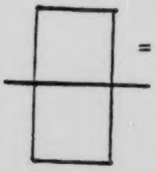
Groups of students make words on the table. The table may be called a "corral" or "fence".



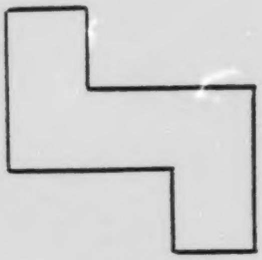
2. Students match letters with a construction paper shape sitting on a baseline ("fence" or "corral").

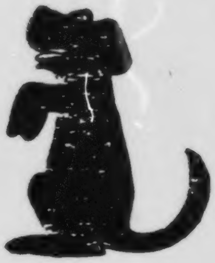




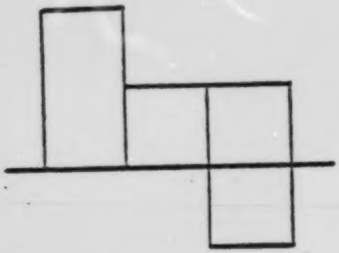


3. Students draw fences around the letters in words and associate the word's shape with the meaning of the word.





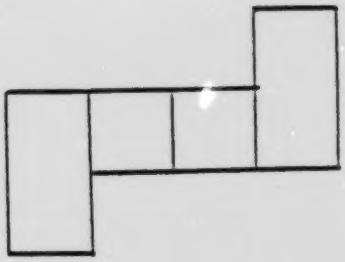
4. Students combine construction paper shapes to make words.



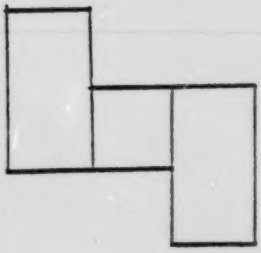
= dog

5. Students match words to word shapes on worksheets.

girl



boy



LOWER CASE CORRAL - 1

OBJECTIVE: Discriminate between different letters using configuration clues.

MATERIALS:
table
chalk tray
"Lower Case Corral" letter cards (teacher set)
"Lower Case Corral" letter cards (student set)

ACTIVITY:

◑ Teacher displays the "Lower Case Corral" cards on the chalk tray in alphabetical order.

◐ The "Lower Case Corral" is introduced by saying, "All the letters in the Lower Case Corral are on the fence. Some are tall, some are short, and some have tails." Show several examples of each kind. Have several students find another example of each kind.

◐ "Let's pretend this table top is the fence. Let's pretend we are the letters standing on the fence! Some of us are tall letters, short letters, and some have tails."

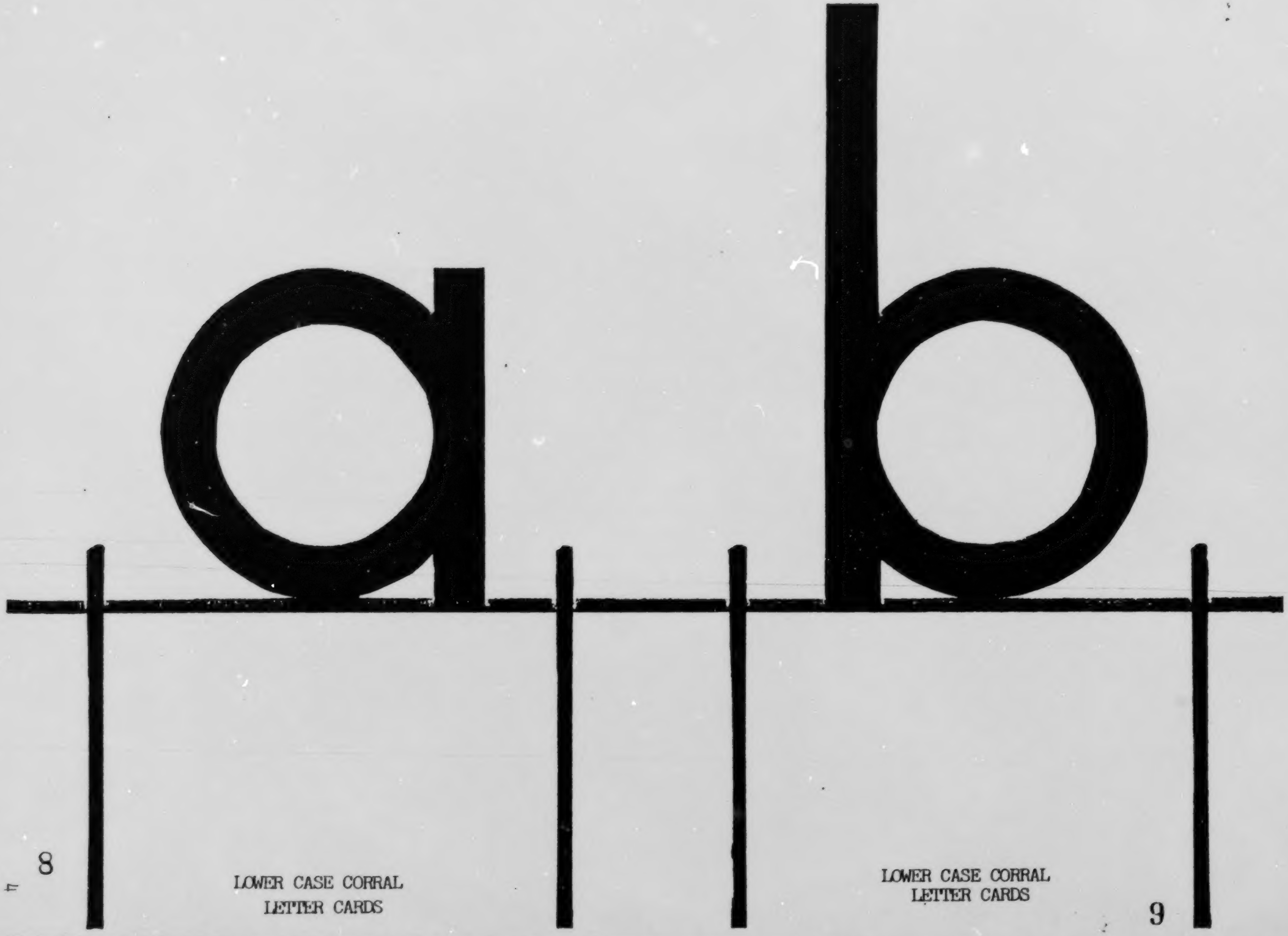
● "Who would like to be a tall letter?" Student chooses a tall letter from the chalk tray, stands on the table and displays the letter.

● "Who would like to be a short letter?" Student chooses a short letter from the chalk tray, sits with legs crossed on the table, and displays the letter.

● "Who would like to be a tail letter?" Student chooses a tail letter from the chalk tray, sits on the table with feet dangling, and displays the letter.

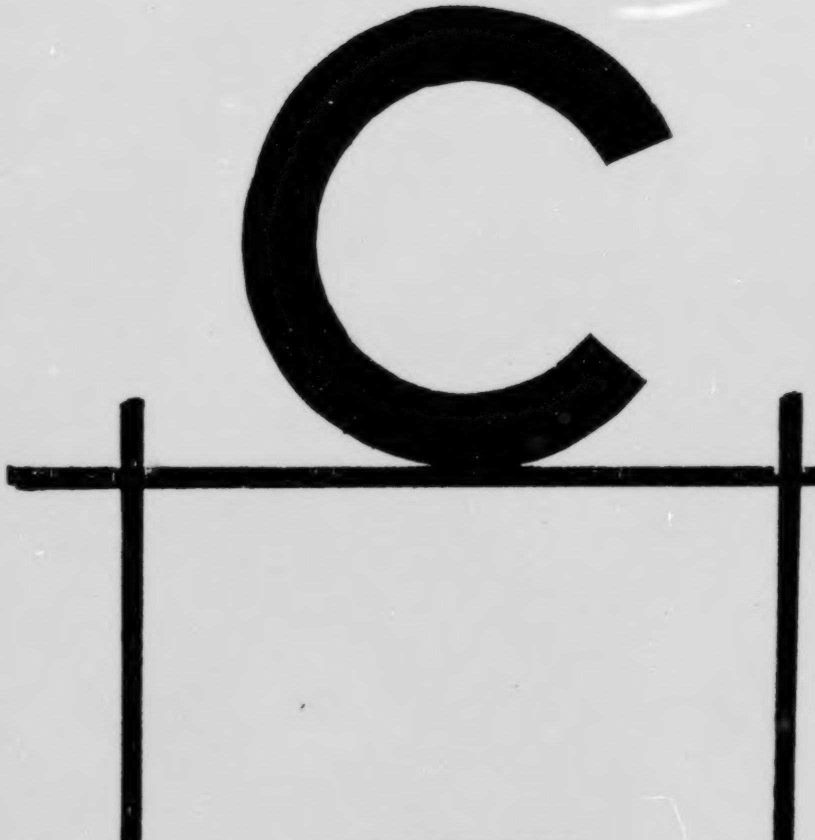
The activity is repeated until all the students have had a chance to participate.

◑ Students outline, color, and draw on "Lower Case Corral" cards.



LOWER CASE CORRAL
LETTER CARDS

LOWER CASE CORRAL
LETTER CARDS



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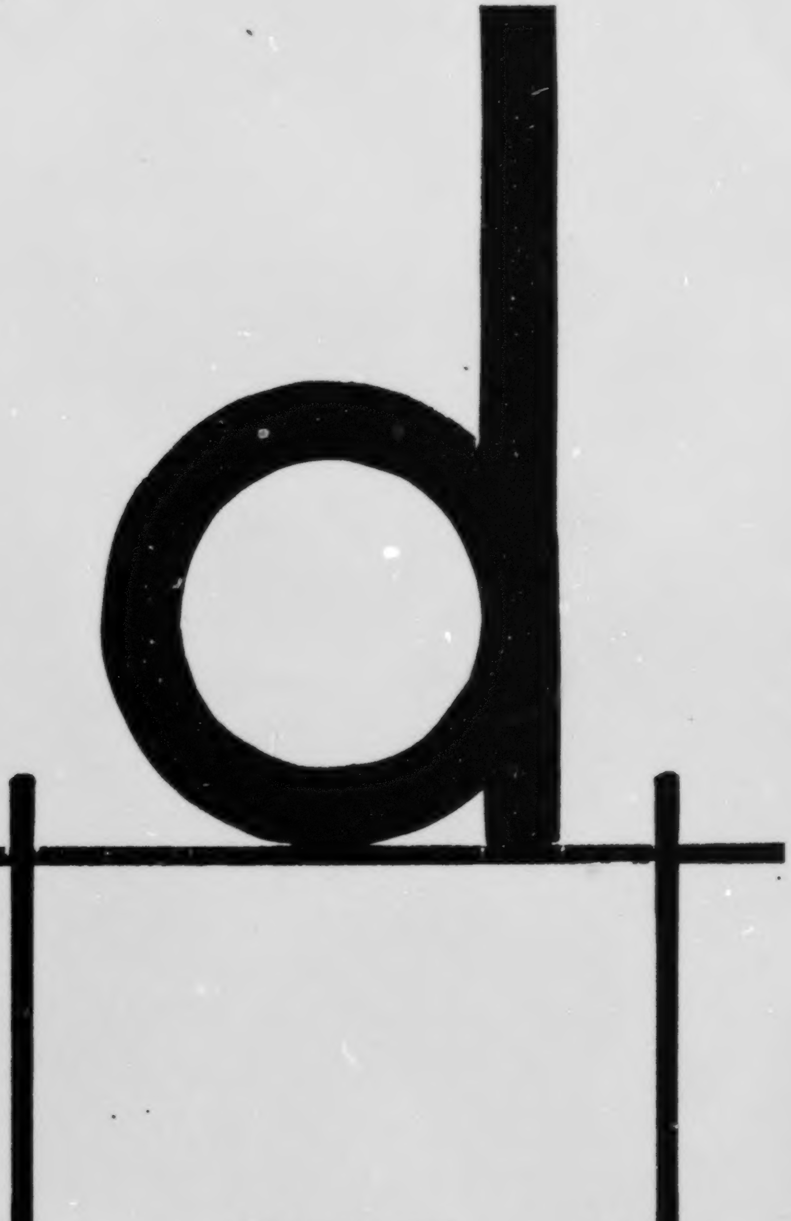

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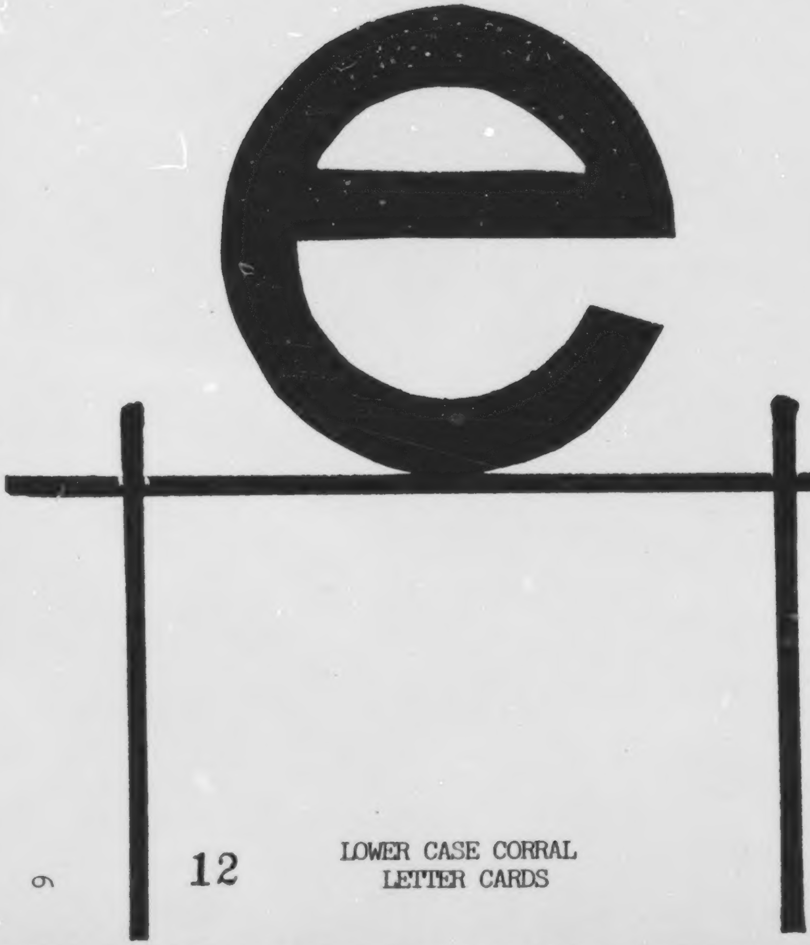
LETTER CARDS



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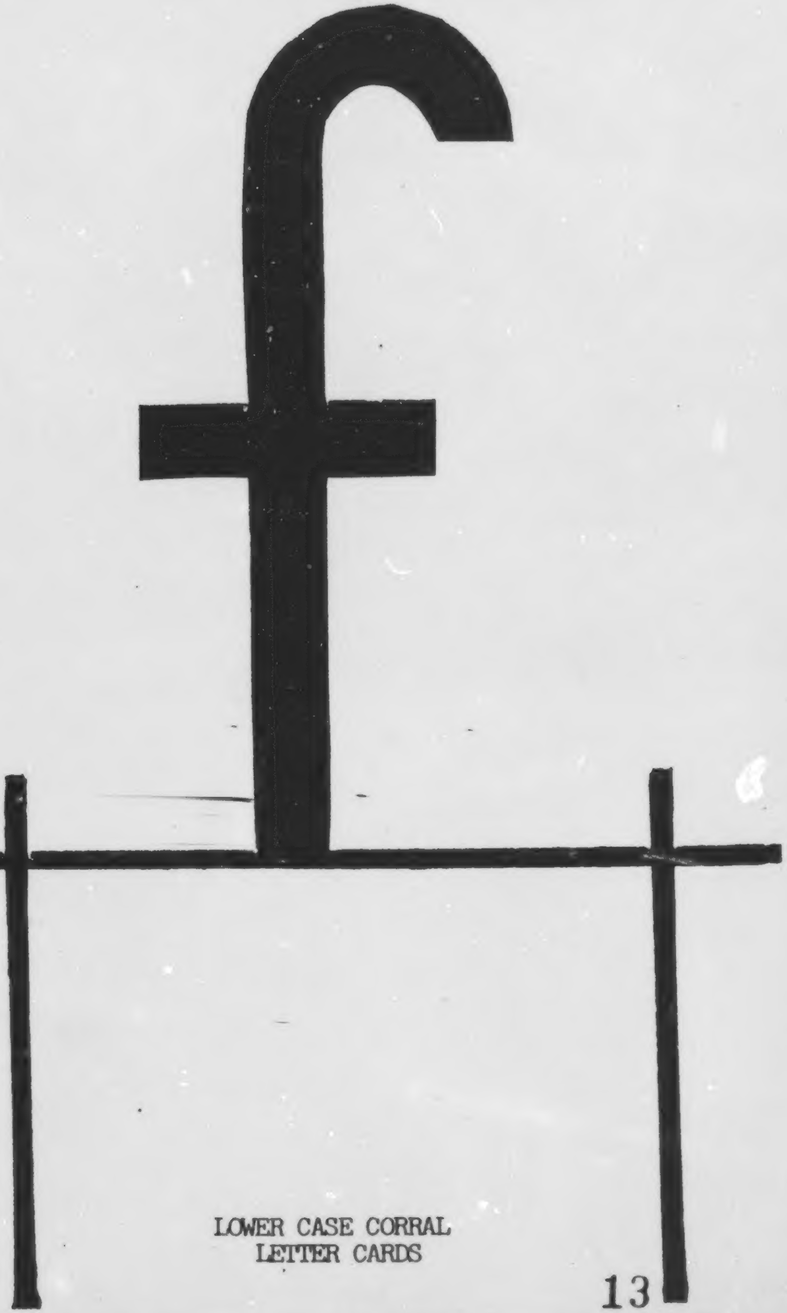

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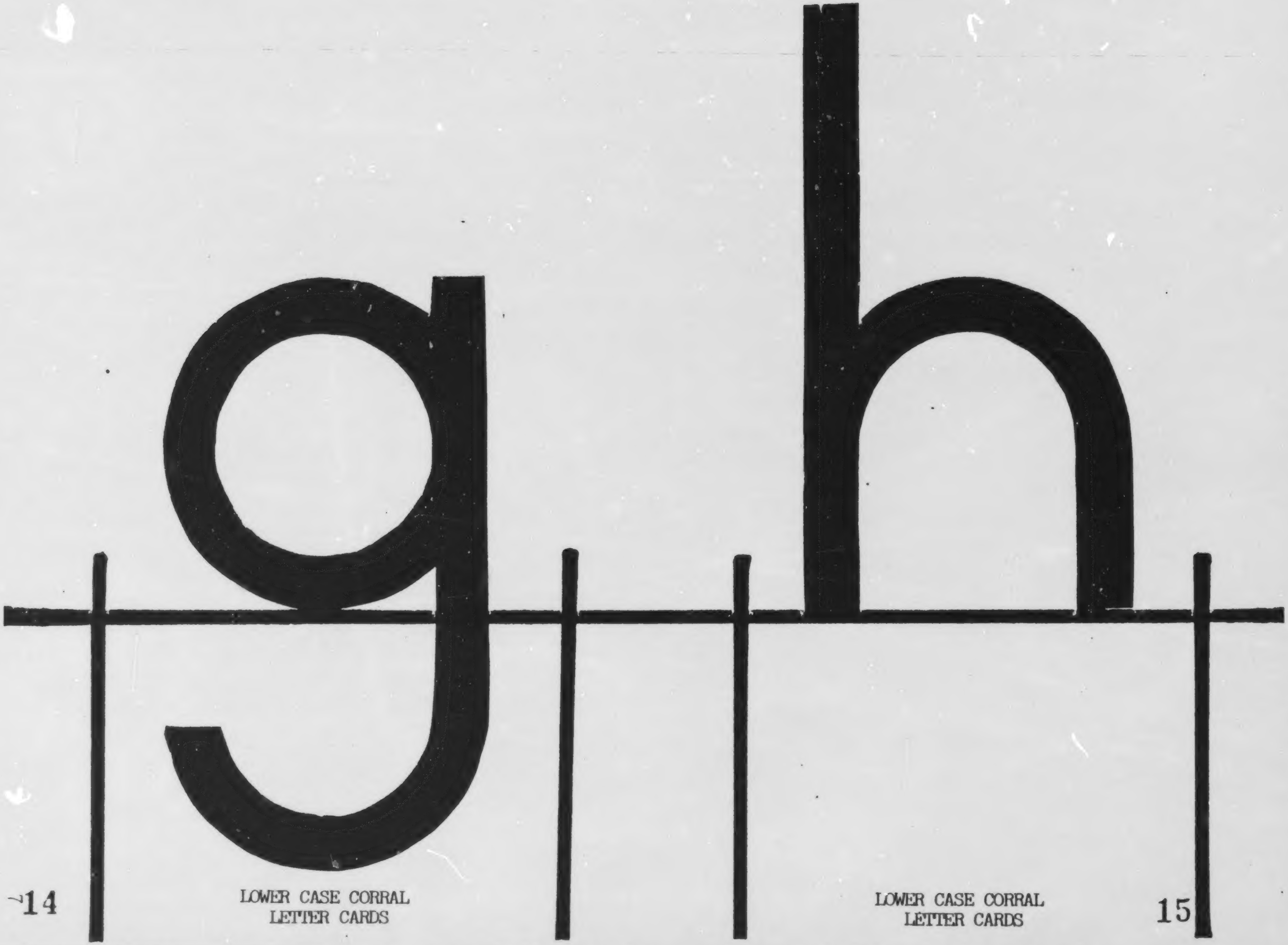
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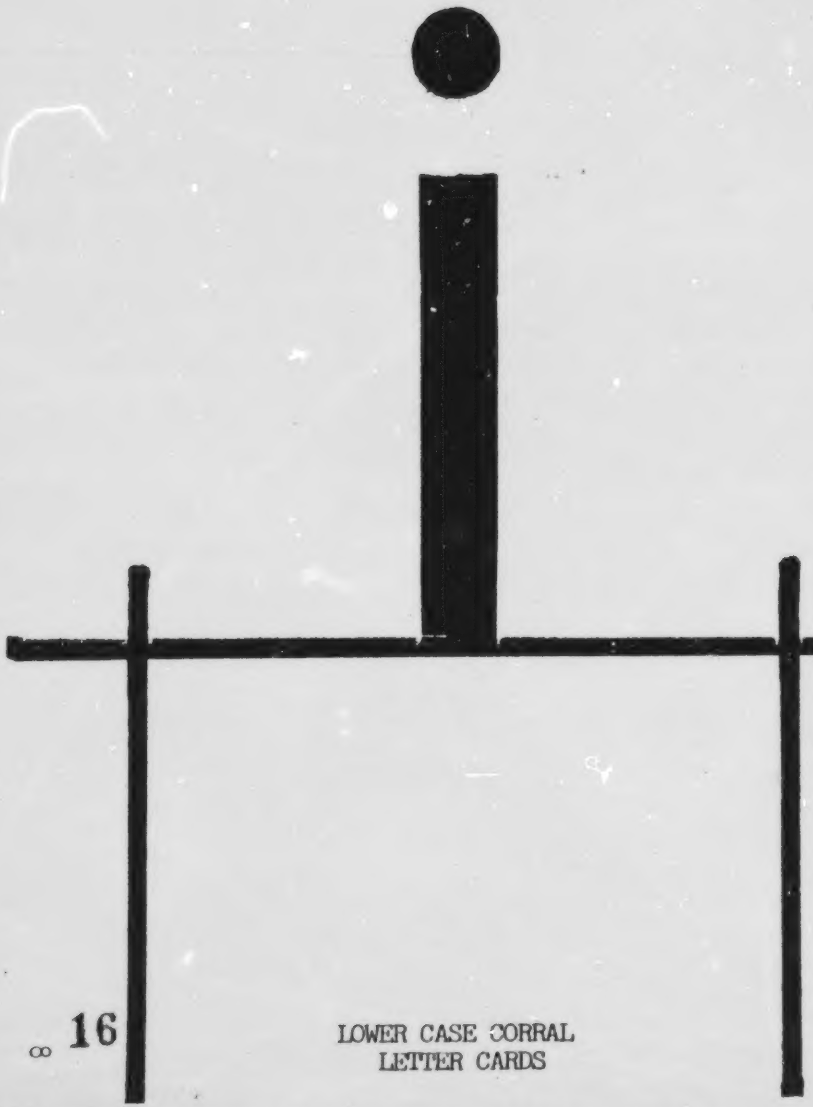
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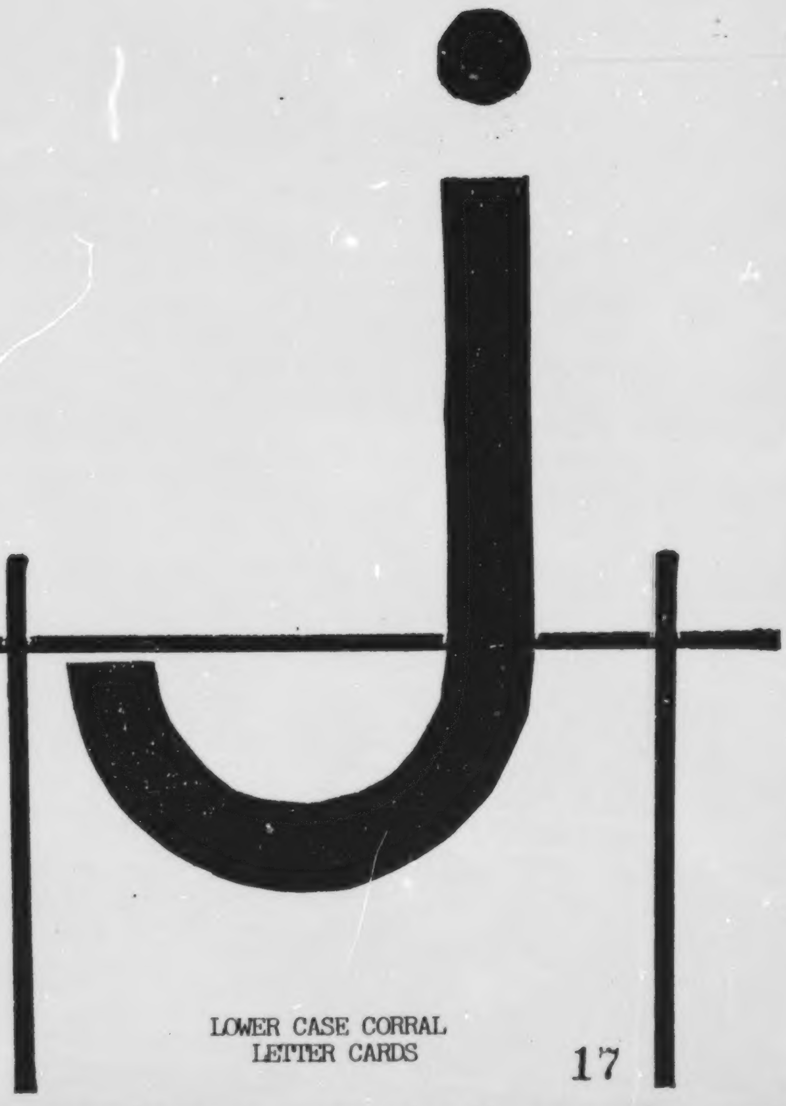
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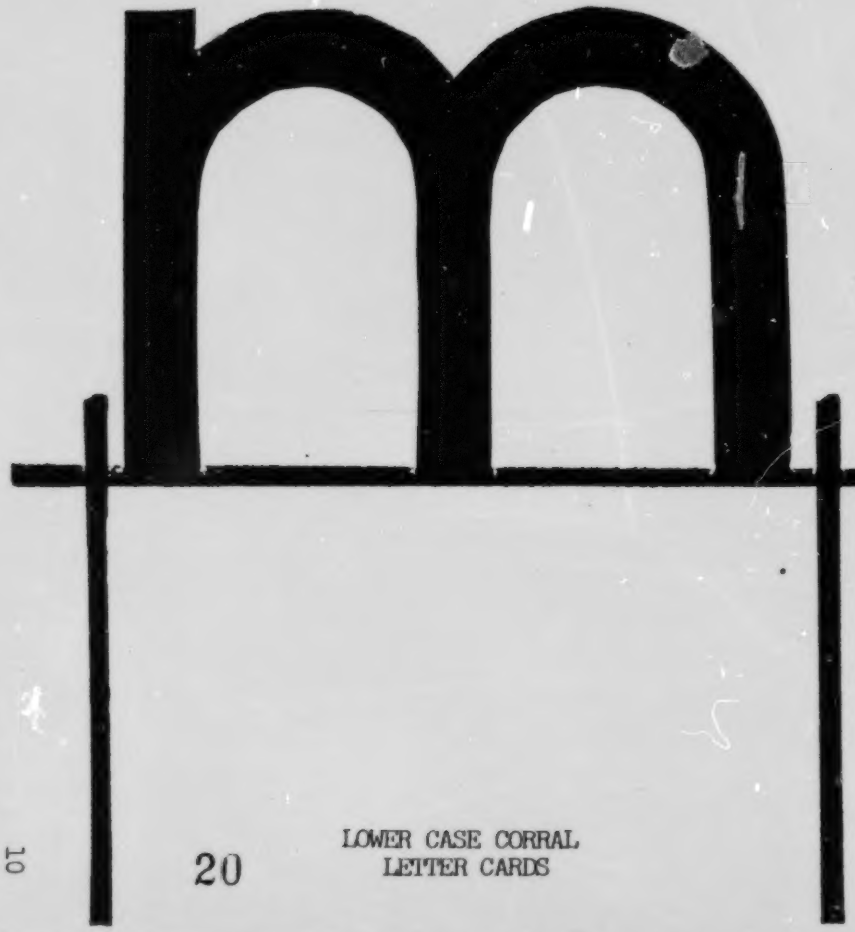
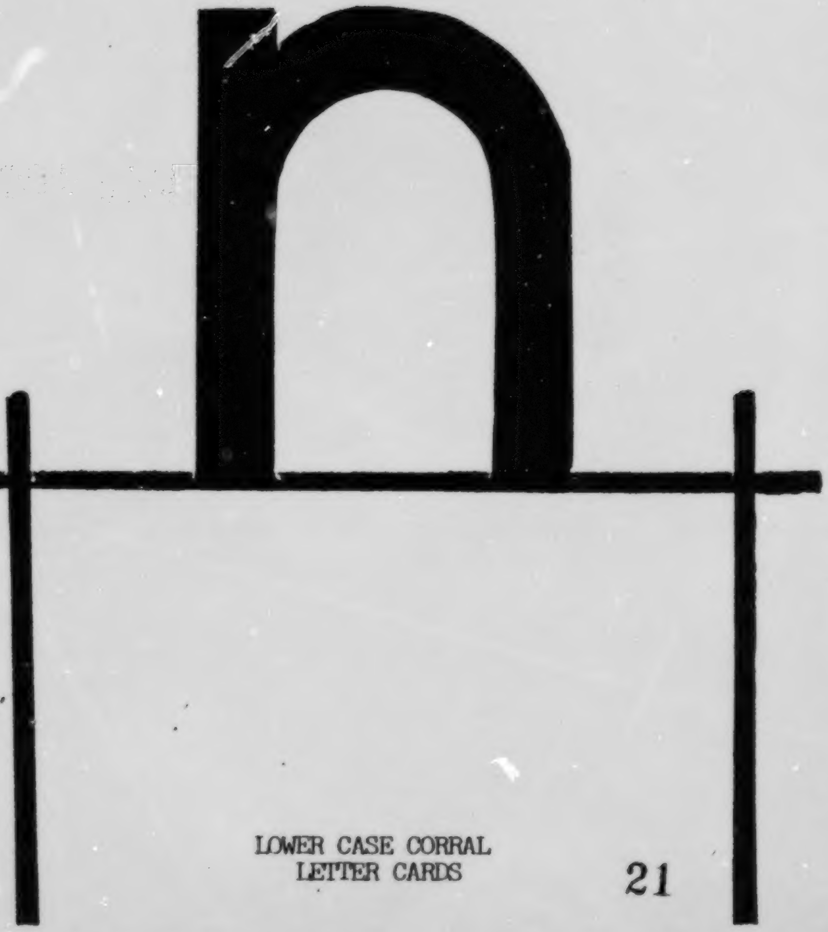
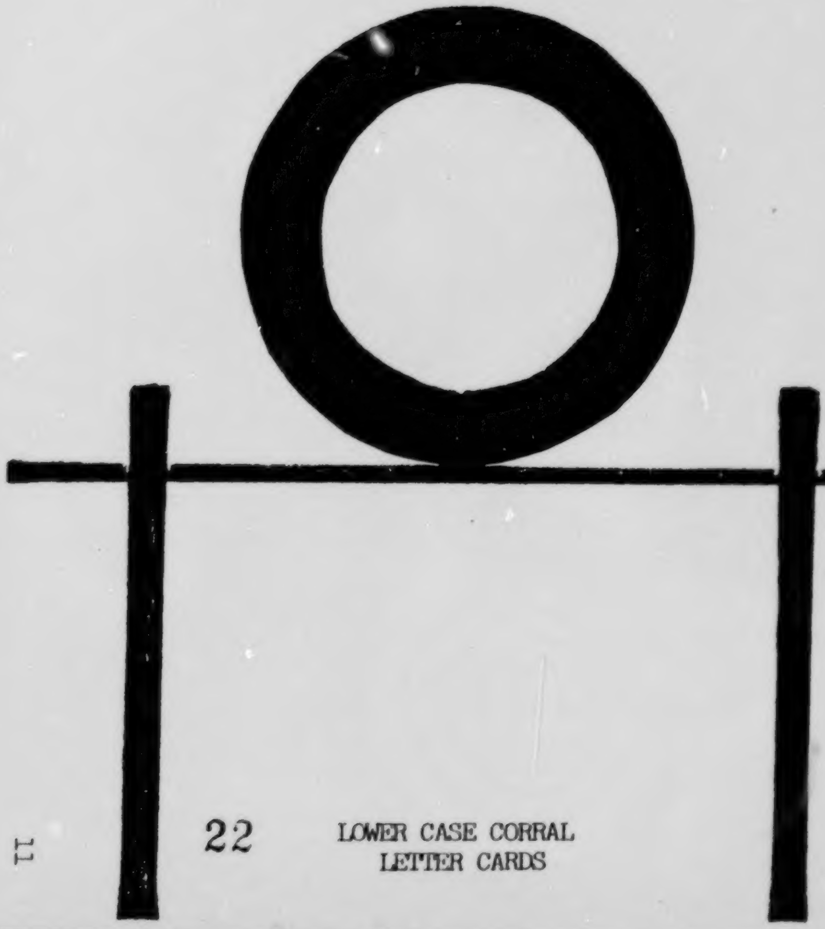


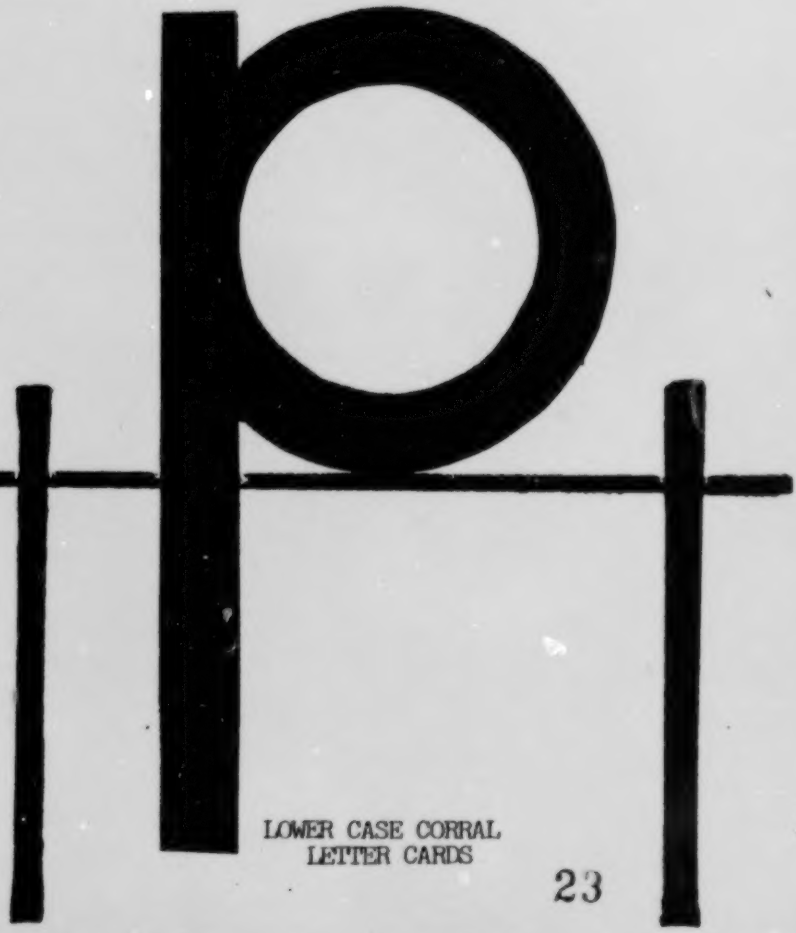
20 LOWER CASE CORRAL
LETTER CARDS



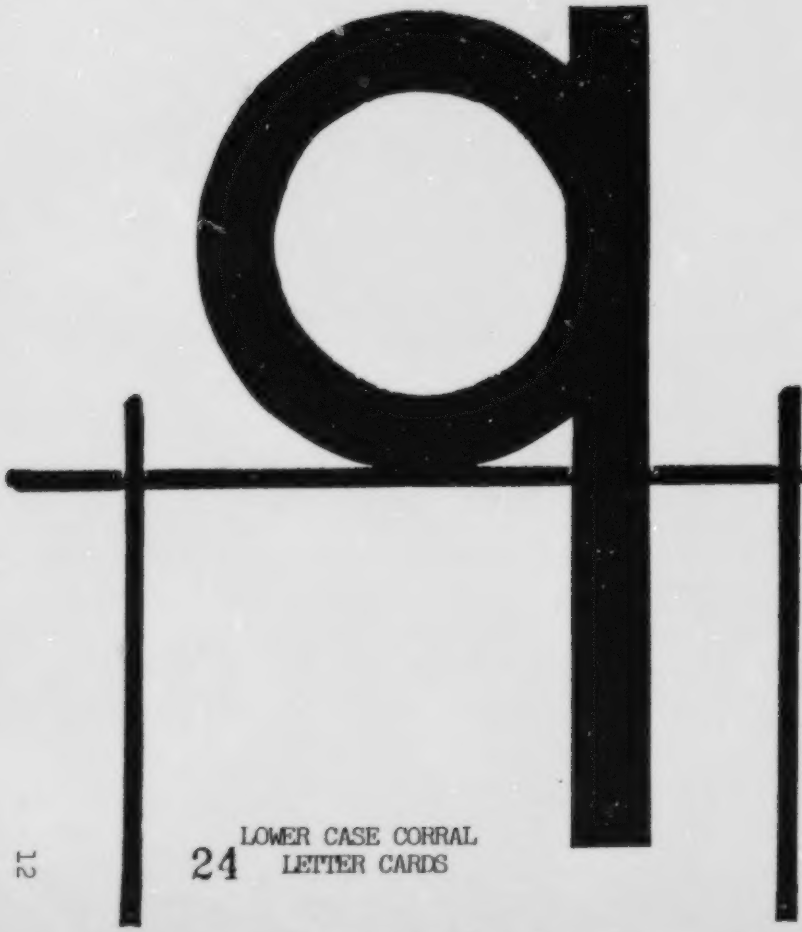
LOWER CASE CORRAL
LETTER CARDS 21



22 LOWER CASE CORRAL
LETTER CARDS



LOWER CASE CORRAL
LETTER CARDS
23



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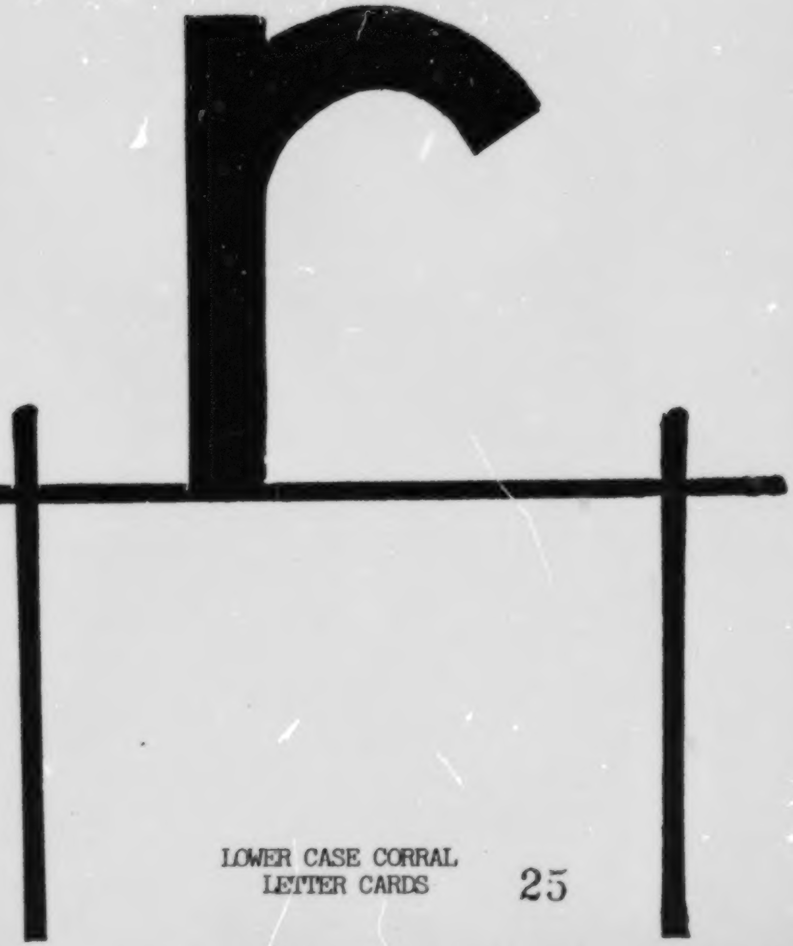
LETTER CARDS



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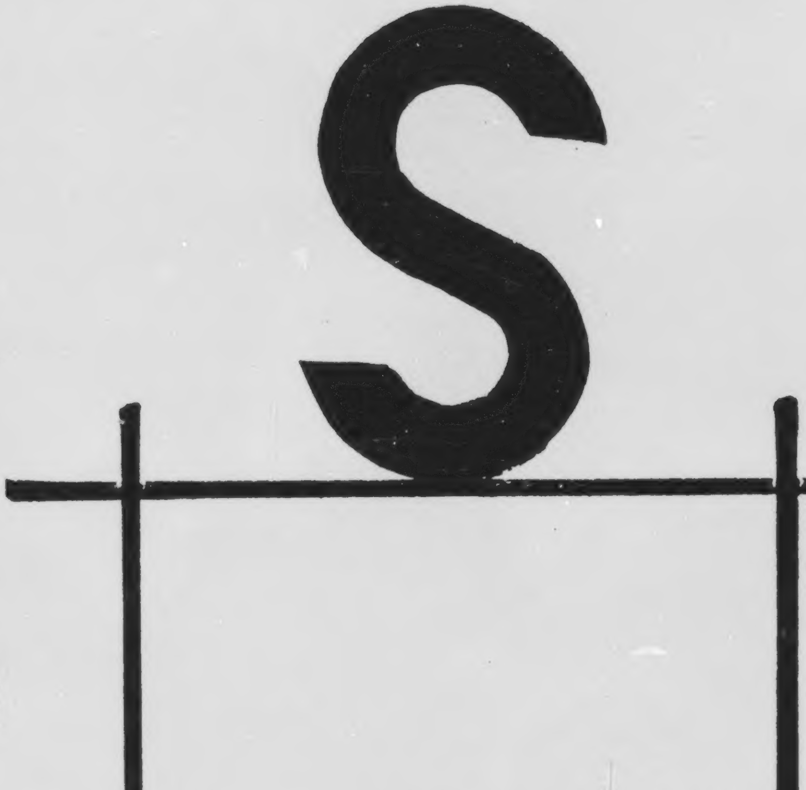
LETTER CARDS



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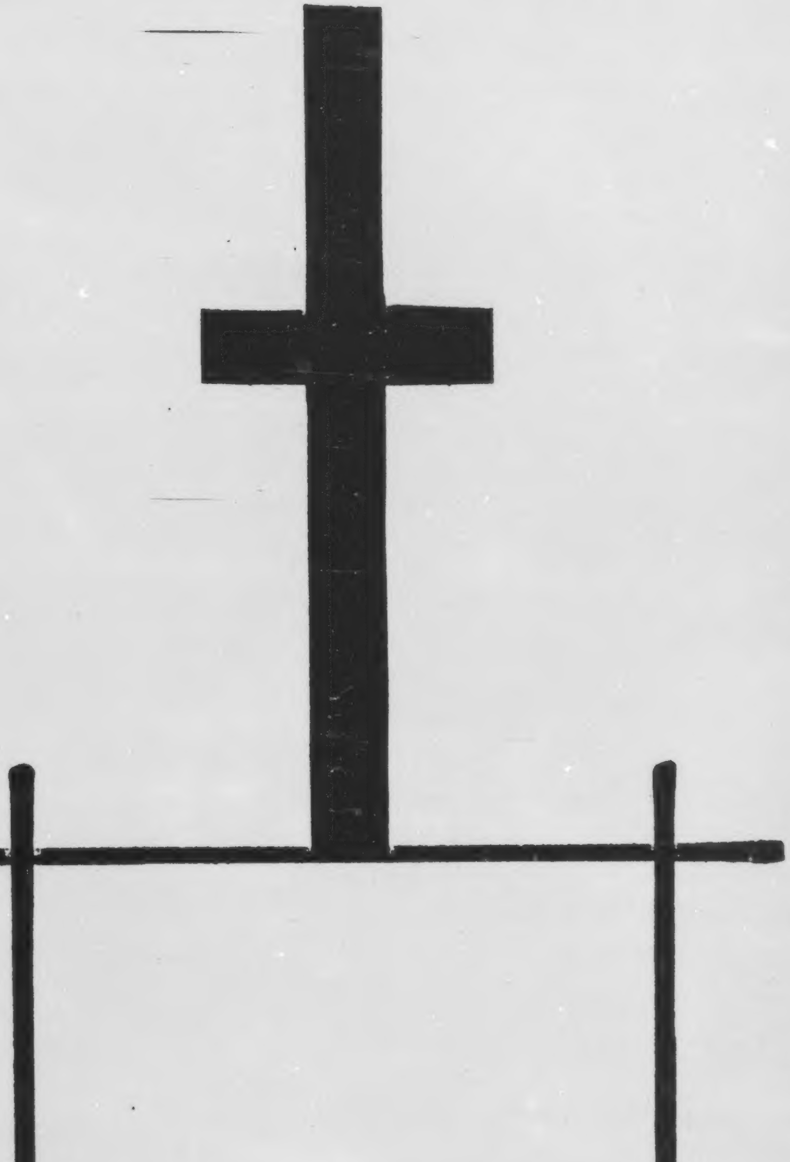
LOWER CASE CORRAL
LETTER CARDS



LOWER CASE CORRAL
LETTER CARDS

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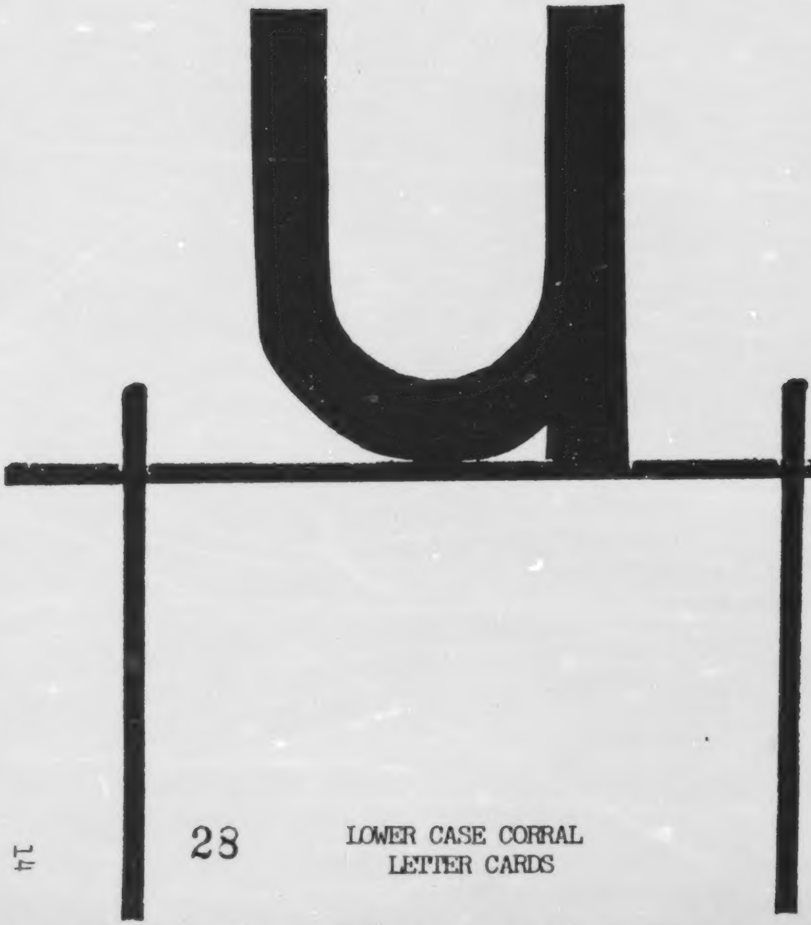

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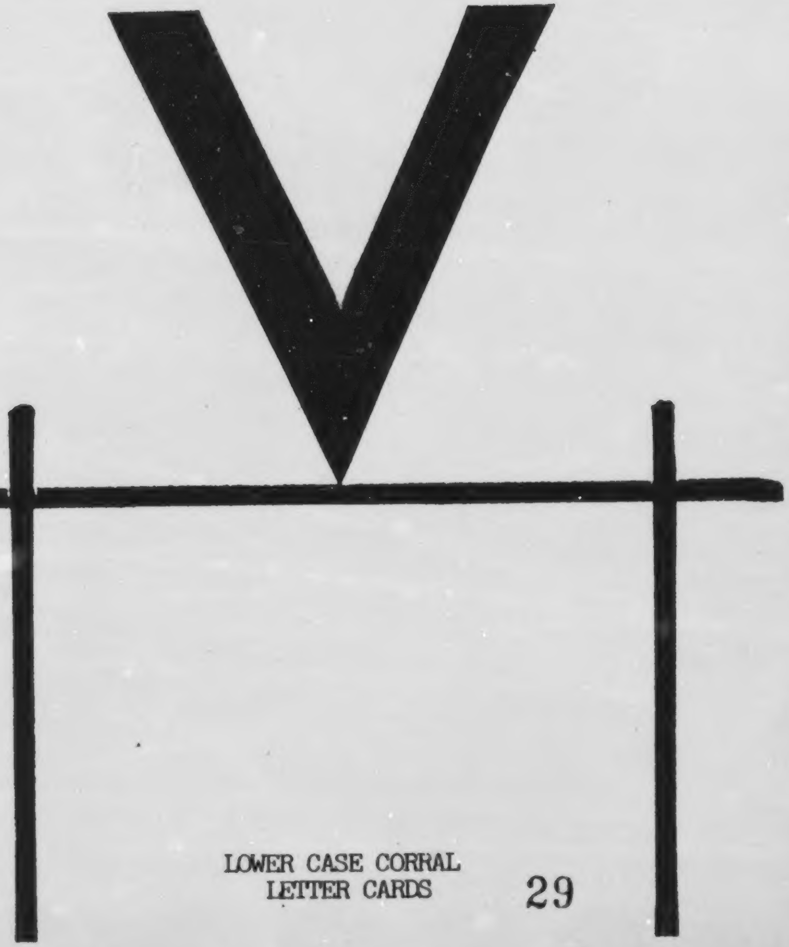
LOWER CASE CORRAL
LETTER CARDS



LOWER CASE CORRAL
LETTER CARDS

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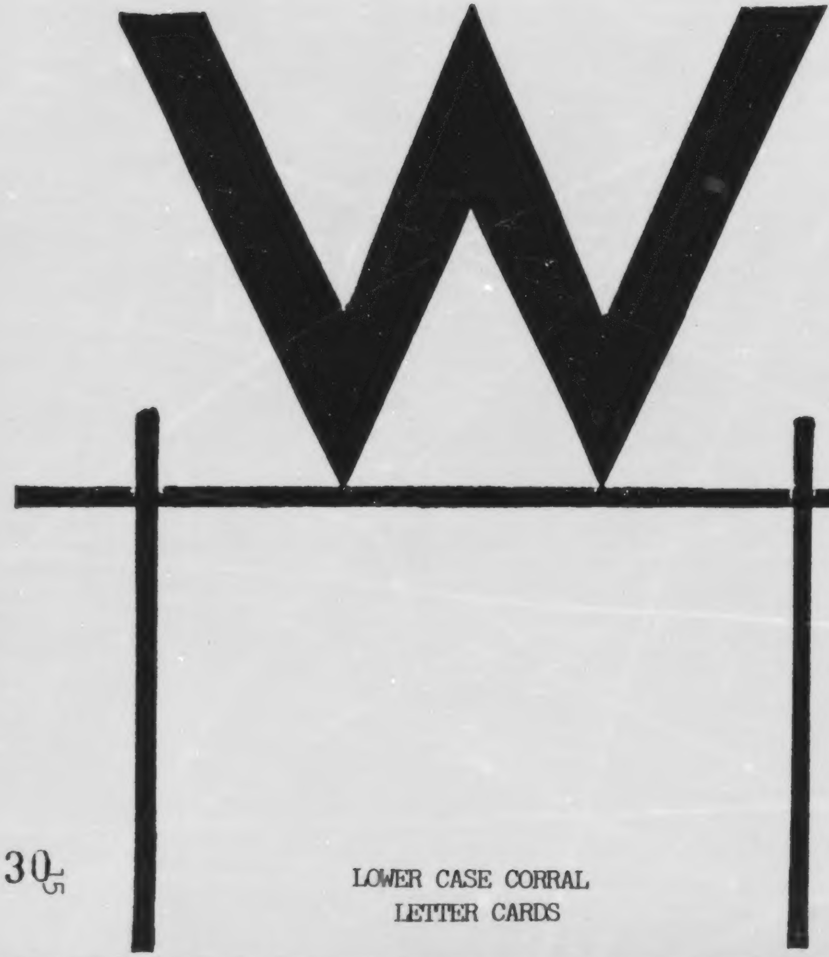
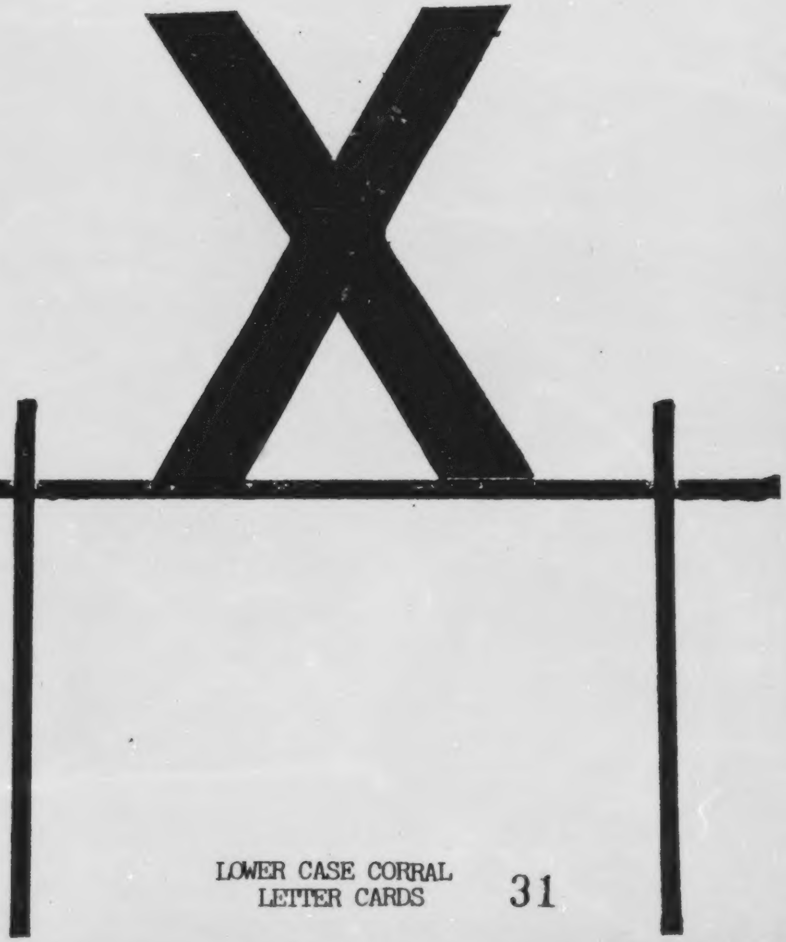
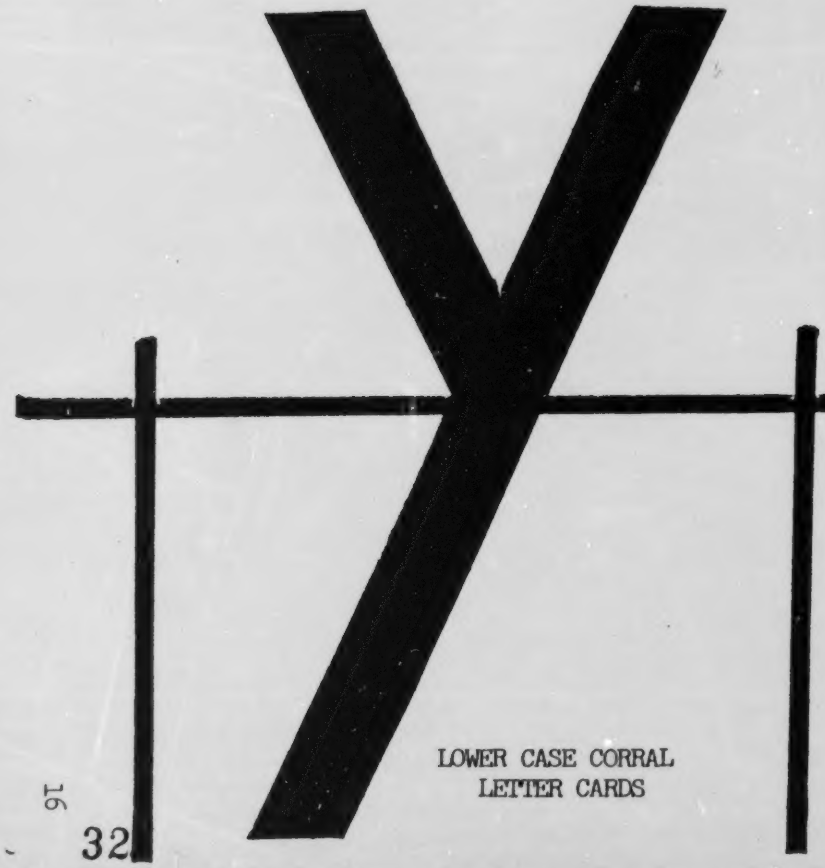


LOWER CASE CORRAL
LETTER CARDS



LOWER CASE CORRAL
LETTER CARDS



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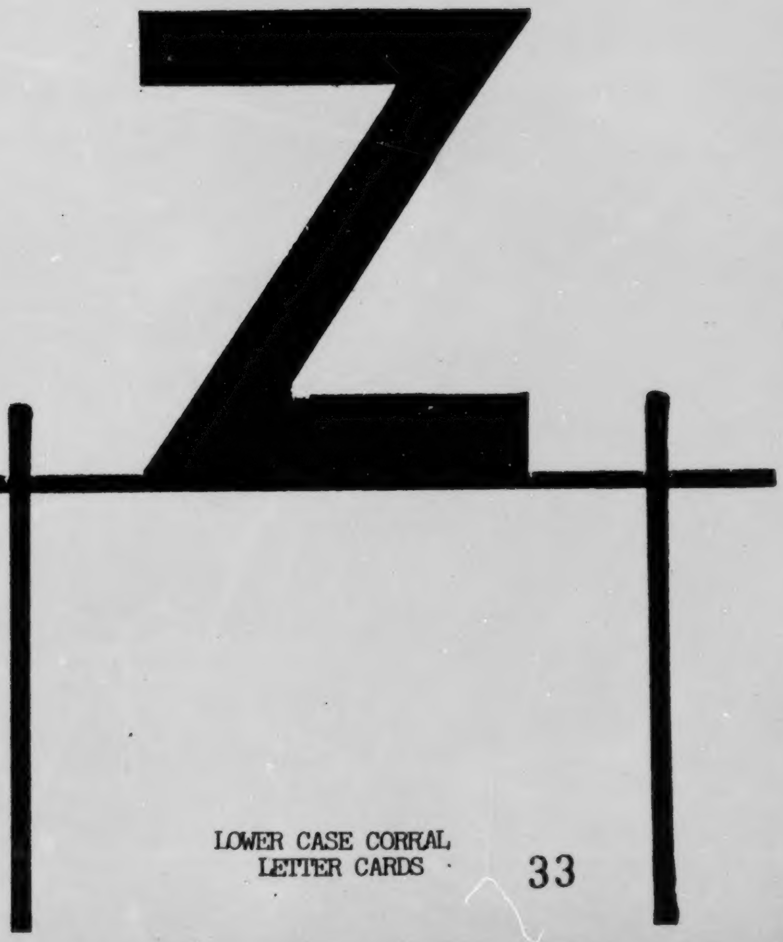
LETTER CARDS



LOWER CASE CORRAL
LETTER CARDS

LOWER CASE CORRAL - 2

OBJECTIVE: Discriminate between different letters using configuration clues.

MATERIALS: chalk tray
"Lower Case Corral" letter cards (teacher set)
"Lower Case Corral" letter cards (student set)

ACTIVITY:

◑ Display the "Lower Case Corral" cards on the chalk tray in alphabetical order.

◐ Introduce the "Lower Case Corral" cards by saying, "All the letters in the Lower Case Corral are on the fence. Some are tall, some are short, and some have tails."

● "Which ones are tall?" Various students choose the tall letters, say each name, and hold the cards.

● "Which ones are short?" Various students choose the short letters, say each name, and hold the cards.

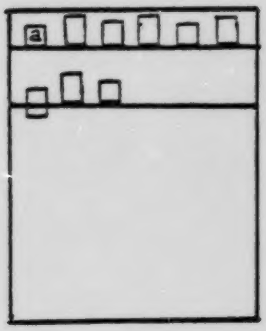
● "Which ones have tails?" Various students choose the tail letters, say each name, and hold the cards.

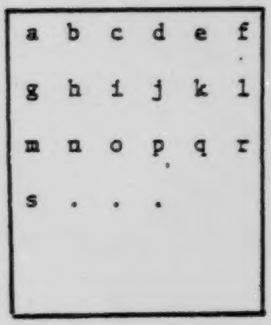
◑ Students are chosen to come to the front of the class, show their card, and pretend to be the letter by sitting or standing on a table. The other students become the letter on their desks. As a student becomes a letter, that student should repeat the name of the letter several times.

LOWER CASE CORRAL - 3

OBJECTIVE: Discriminate between different letters using configuration clues.

MATERIALS: Two "Lower Case Corral" alphabet sheets (alphabetical order)





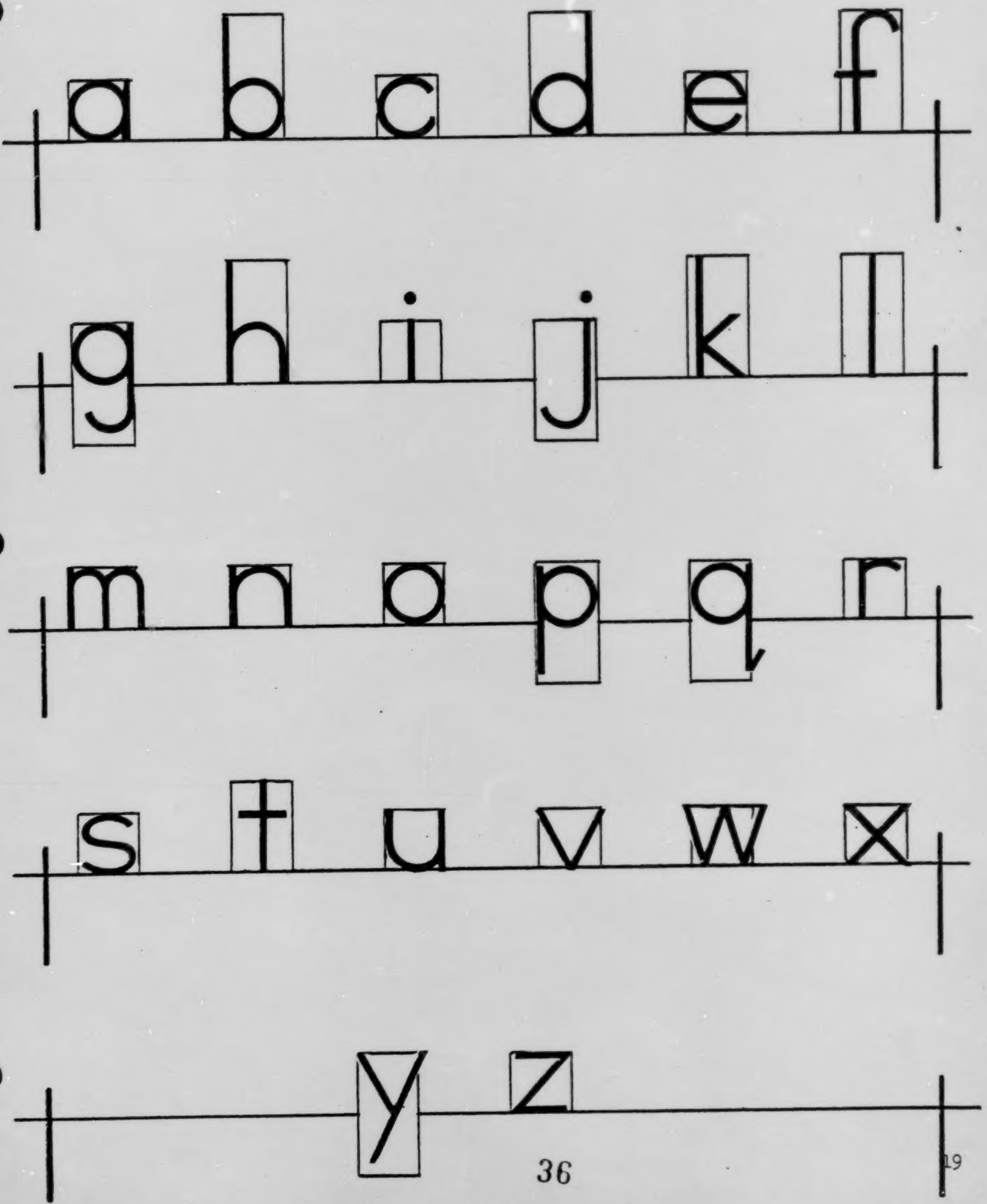
ACTIVITY:

● Students fill in the "Lower Case Corral" alphabet sheet.

◐ Students check their work by looking at the answer sheet.

(Students may need to use the answer sheet as a guide.)

LOWER CASE CORRAL - 3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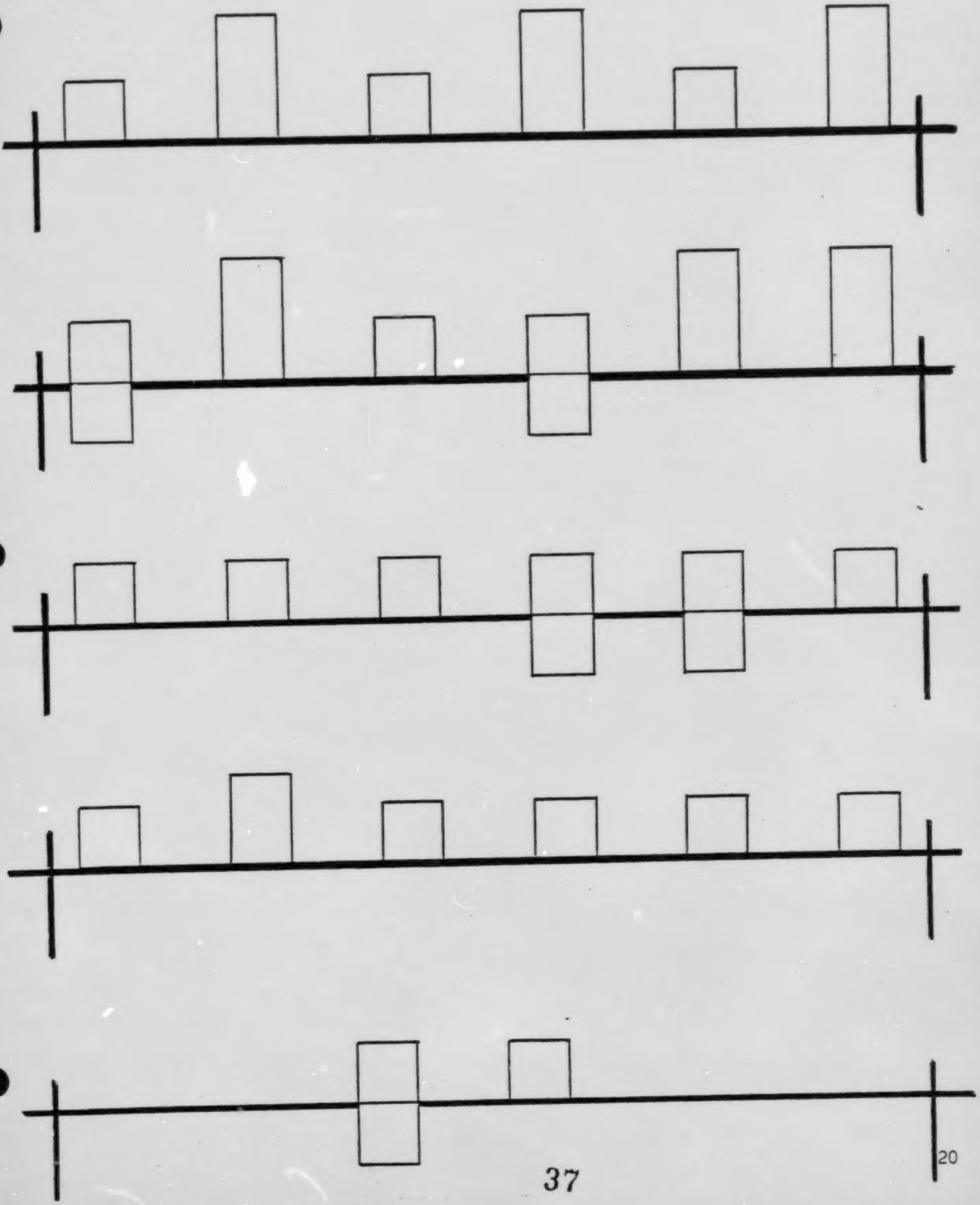
LOWER CASE CORRAL - 3



LOWER CASE CORRAL - 4

OBJECTIVE: Discriminate between different letters using configuration clues.

MATERIALS: table
chalk tray
"Lower Case Corral" letter cards (teacher set)
"Lower Case Corral" letter cards (1 set per student)

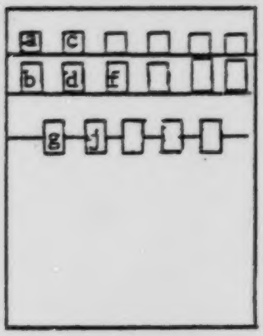
ACTIVITY:

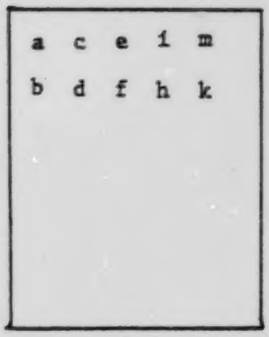
- All students should have their set of "Lower Case Corral" letter cards available.
- Students secretly choose a lower case letter from their set of cards. Students are selected, one at a time, to pretend to be their chosen letter. They either stand or sit on a table (the "fence").
- All other students display on their desk top the possible letters the student could be pretending to be.
- They choose one of the letters as their guess and hold it up for the student to see. The student who guesses the letter correctly, gets to be "it" and repeats the activity. (In case of a tie, "it" chooses which student will be "it" next.)

LOWER CASE CORRAL - 5

OBJECTIVE: Discriminate between different letters using configuration clues.

MATERIALS: Two "Lower Case Corral" alphabet sheets (short, tall, tail classification)





"Lower Case Corral" letter cards (student sets)
pencil

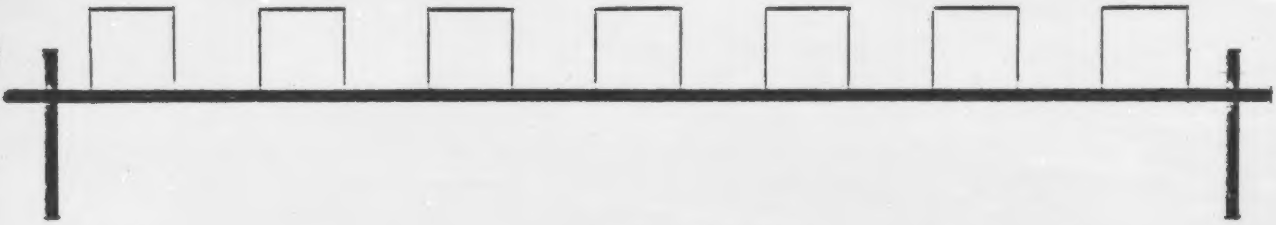
ACTIVITY:

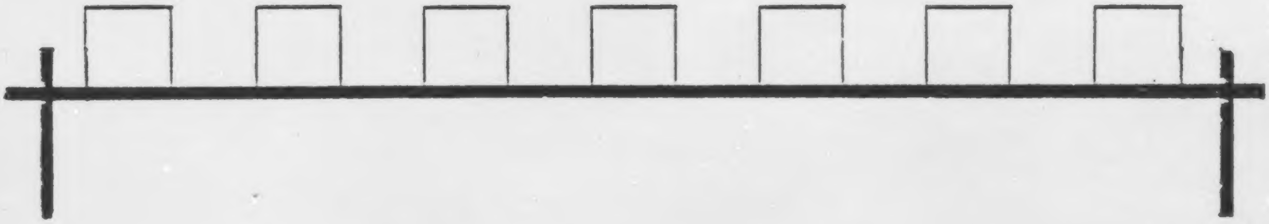
- Students classify letter cards by placing all tall, short, and tail letters into separate piles.

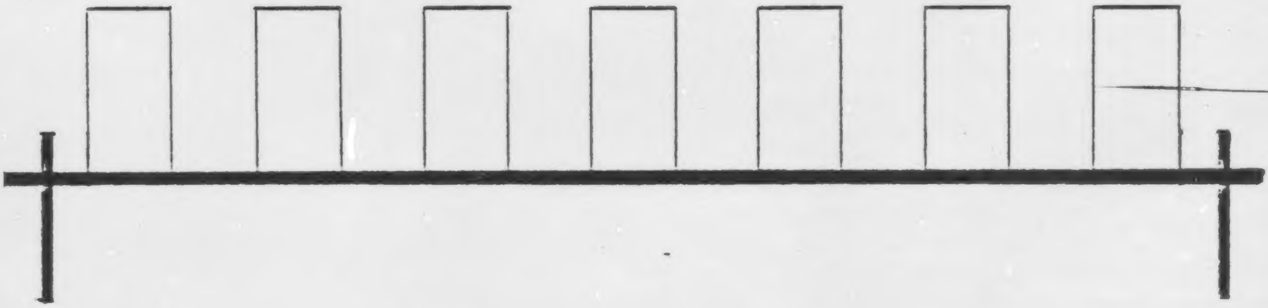
  On the worksheet, students write the short, tall, and tail letters in the correct boxes.

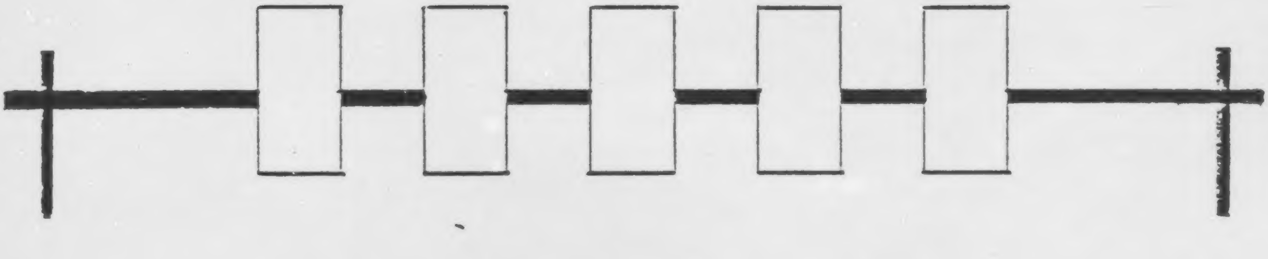
- Students check their work by looking at the answer sheet.
- Students count the number of short, tall, and tail letters in the alphabet and record the totals on their worksheet.

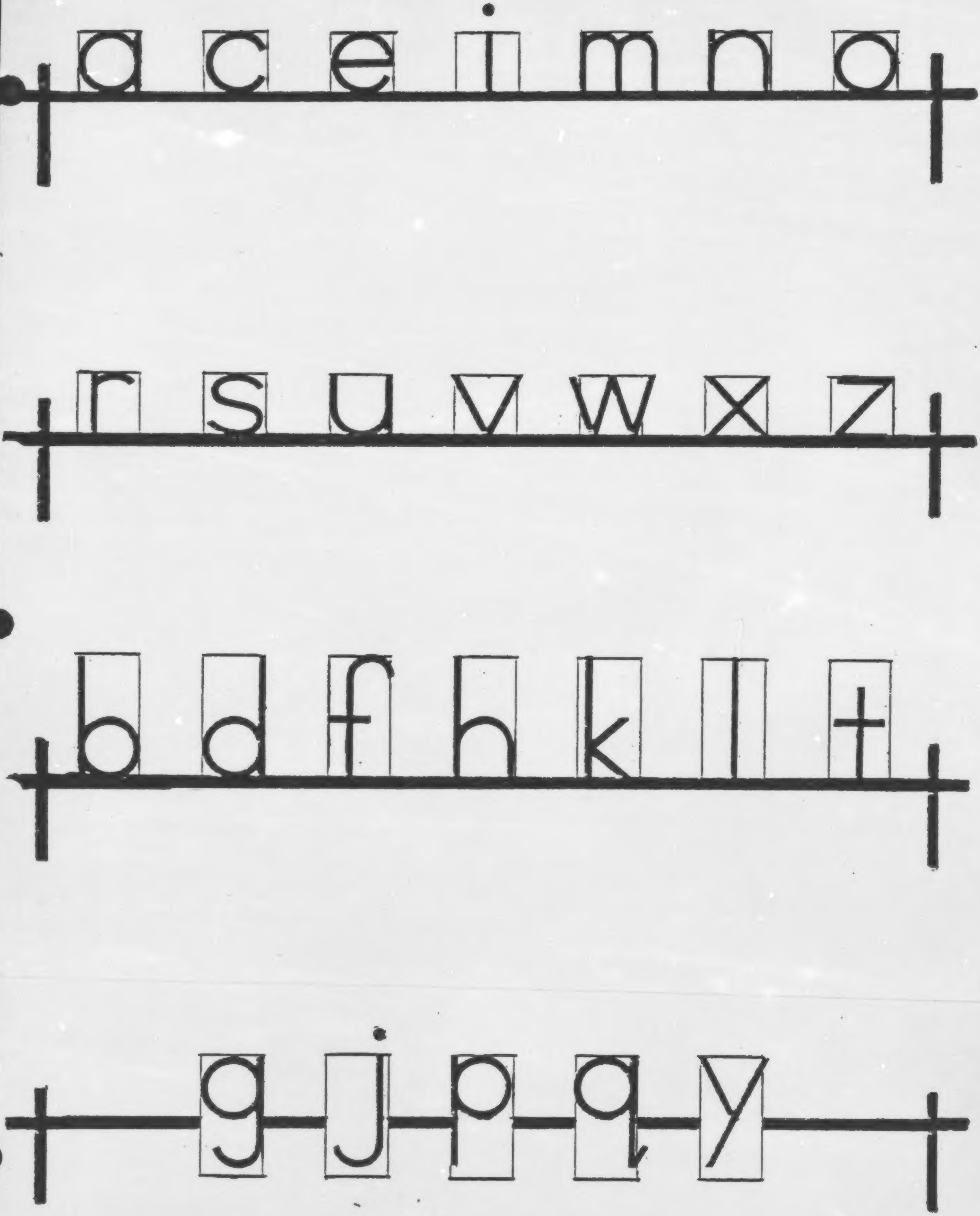
LOWER CASE CORRAL - 5










a c e i m n o
r s u v w x z
b d f h k l t
g j p q y

LOWER CASE CORRAL - 5

LOWER CASE CORRAL - 6

OBJECTIVE: Discriminate between different letters and words using configuration clues.

MATERIALS: "Lower Case Corral - 6" worksheets
pencils

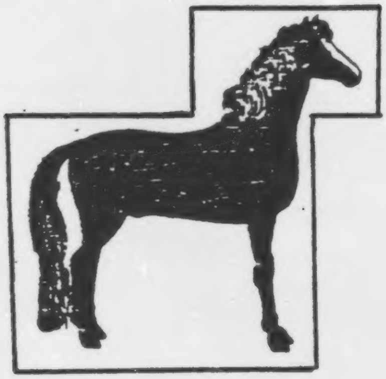
ACTIVITY:

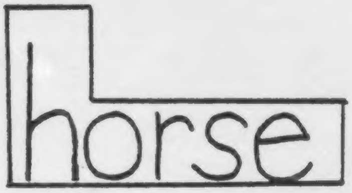
● Introduce lesson by having students visualize a horse, a cow, and a pig on a farm. "How do farmers keep these animals from running away?" (They put a fence around them.)

● "We are going to draw some fences around these animals."

◑ Students look at "Lower Case Corral - 6" worksheets.

◑ Demonstrate how to draw a fence around the picture of each animal and then around the name of the animal.





● "What does this shape look like to you?"

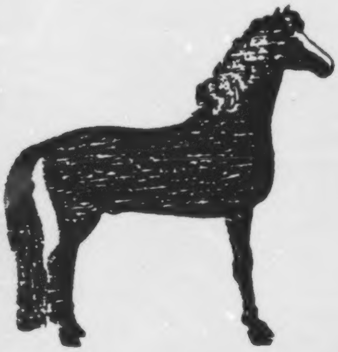
◑ Students draw fences around each animal's picture and each animal's name.

◐ Students spell each animal's name using the boxes.

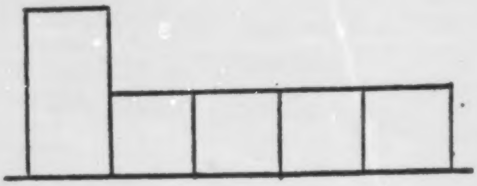
LOWER CASE CORRAL - 6

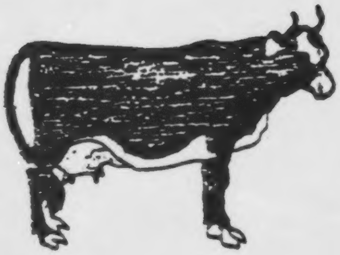
Worksheet

1. Draw a fence around each animal.
2. Draw a fence around the name of each animal.
3. Spell the animal's name in the blank boxes.

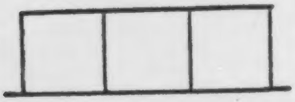


horse

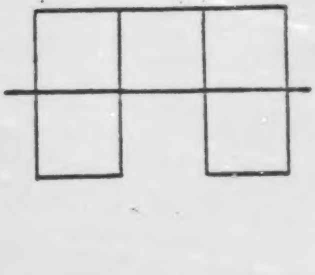




cow



pig



LOWER CASE CORRAL - 7

OBJECTIVE: Discriminate between different letters and words using configuration clues.

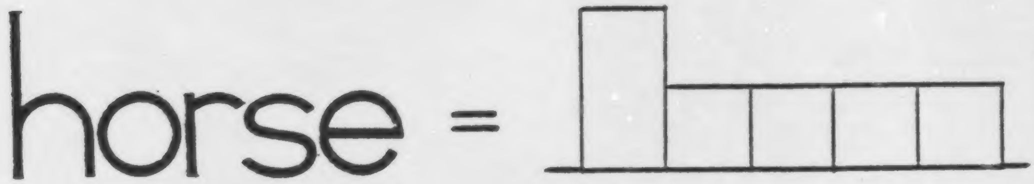
MATERIALS:
8 - 2" x 2" construction paper squares (short letters)
3 - 2" x 4" construction paper pieces (tall and tail letters)
3 - 8½" x 11" sheets of paper for each student
paste or glue
pencils

ACTIVITY:

◑ Students draw a straight line across the center of their paper lengthwise. This will be the fence and the letter shapes will sit on it.

● Students place construction paper pieces on the line in the same shape as the word.

Example:



◐ Check each student's word. If done correctly, student glues pieces to paper.

A second paper is used for the word cow, and a third paper is used for pig.

LOWER CASE CORRAL - 8

ANIMALS

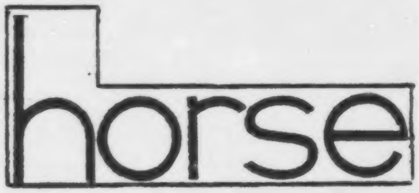
OBJECTIVE: Discriminate between different letters and words using configuration clues

MATERIALS:
four "Lower Case Corral - 8" worksheets
crayons
pencils
2" x 2" construction paper squares
2" x 4" construction paper pieces
paste or glue
dictionaries

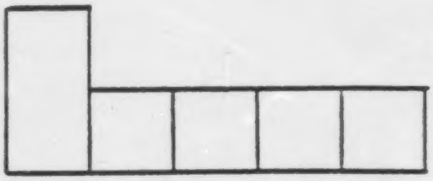
ACTIVITY:

● Each animal's name on the worksheet is represented by having sutdents standing or sitting on a table to form the name. Other students guess the name.

● Students draw a "fence" around each word on the worksheet.



● Students make each animal's name using the 2" x 2" and 2" x 4" construction paper pieces.



● Students fill in the blank worksheets with the animals' names.

◐ Students look up each animal in a dictionary. They may write the page number beside each configuration.

◑ Students draw a picture of each animal beside the corresponding name and configuration.

LOWER CASE CORRAL - 8

ANIMALS (1-A)

lion

wolf

zebra

tiger

jackal

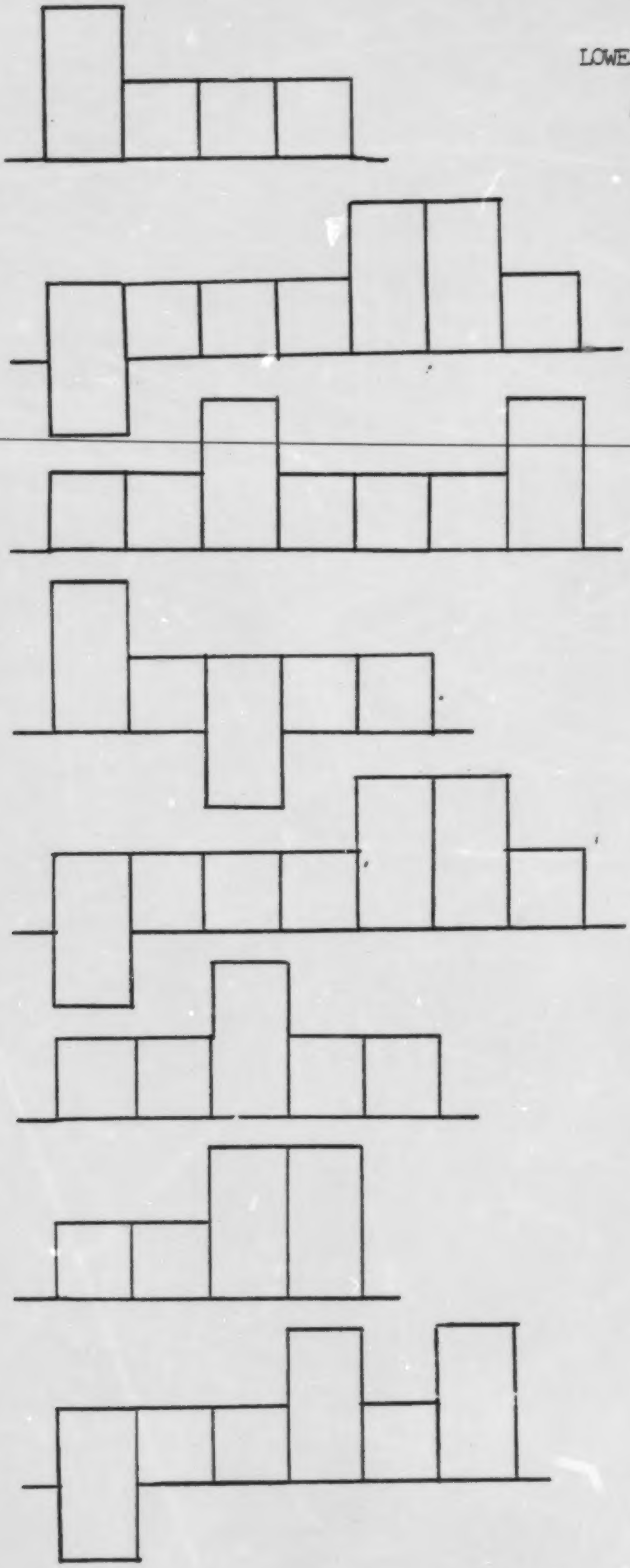
ostrich

giraffe

gorilla

LOWER CASE CORRAL - 8

ANIMALS (1-B)



LOWER CASE CORRAL - 8

ANIMALS (2-A)

cheetah

elephant

kangaroo

alligator

crocodile

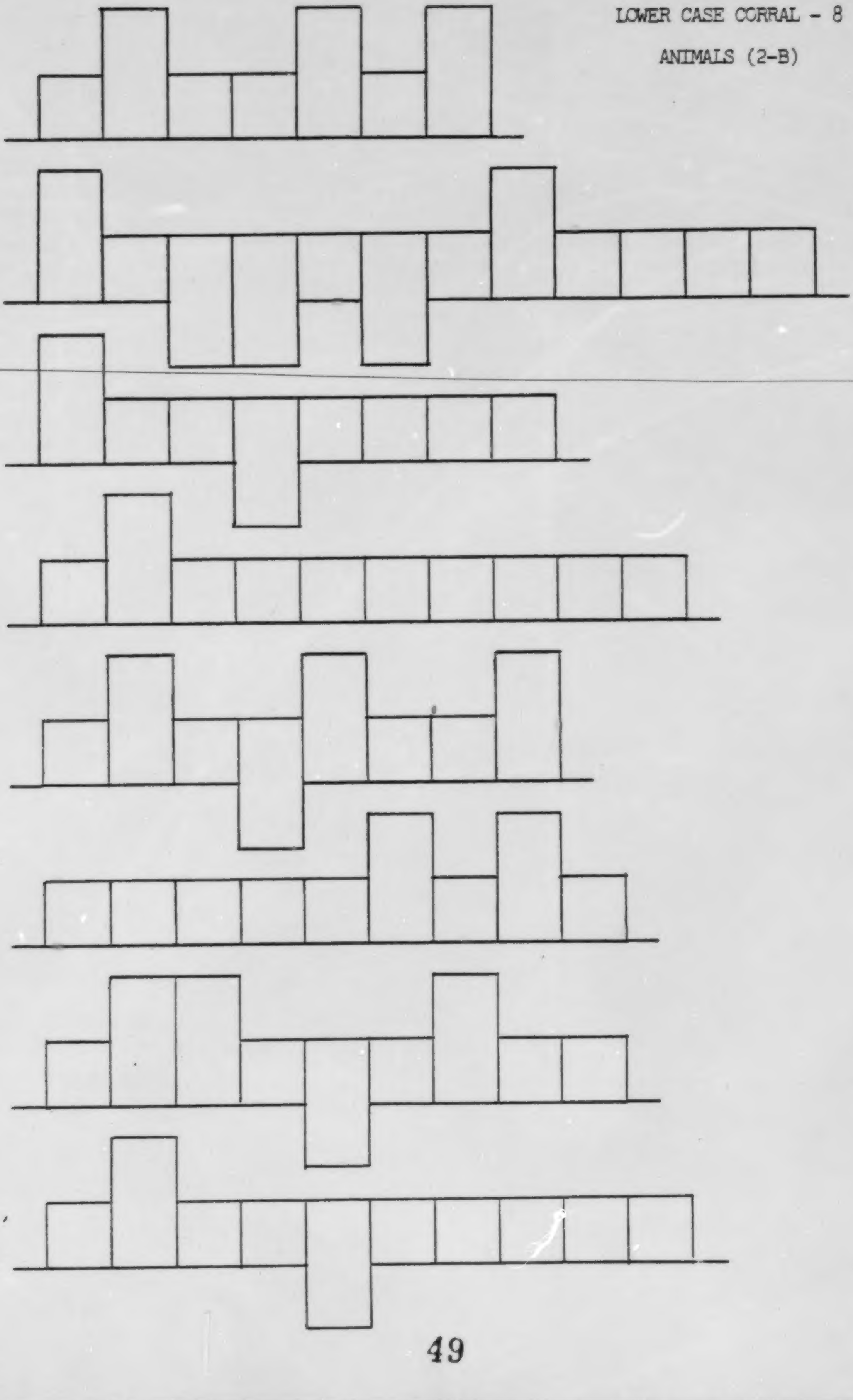
rhinoceros

chimpanzee

hippopotamus

LOWER CASE CORRAL - 8

ANIMALS (2-B)



LOWER CASE CORRAL - 9

Fruit

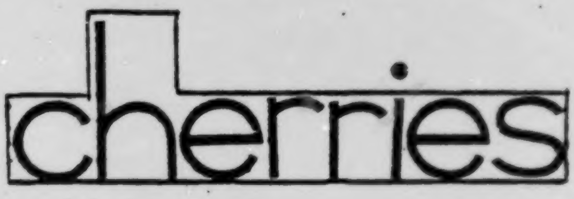
OBJECTIVE: Discriminate between different letters and words using configuration clues.

MATERIALS:
four "Lower Case Corral - 9" worksheets
crayon
pencil
2" x 2" construction paper squares
2" x 4" construction paper pieces
paste or glue
dictionary

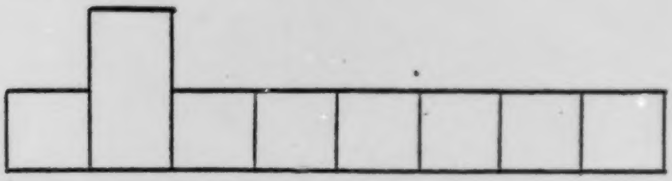
ACTIVITY:

● Students stand or sit on the table to form the name of a fruit on the worksheet. Remaining students guess the fruit.

◑ Students draw a fence around each word on the worksheet.



◑ Students make each fruit's name using the 2" x 2" and 2" x 4" construction paper pieces.



● Students fill in the blank worksheets with the fruits' names.

◐ Students look up each fruit in a dictionary. They may write the page number beside each configuration.

◑ Students draw a picture of each fruit beside the corresponding name and configuration.

LOWER CASE CORRAL - 3

Fruit (1-A)

lime

kiwi

apple

peach

grape

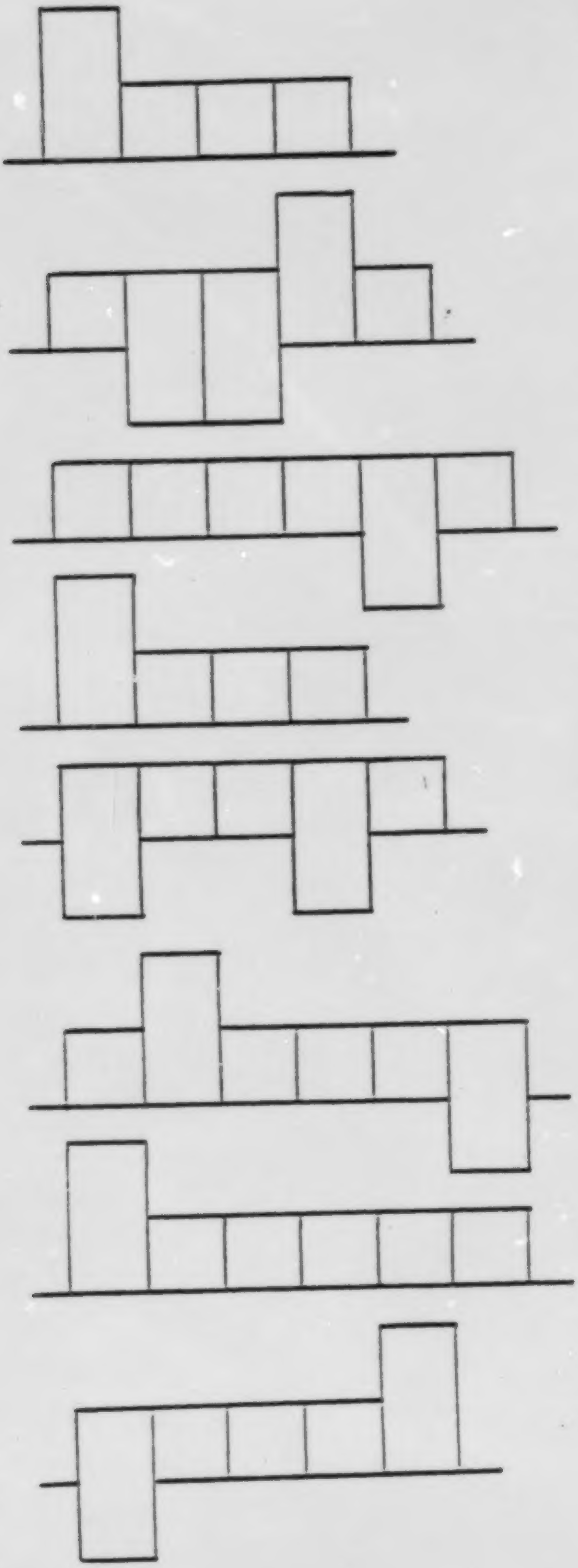
orange

banana

cherry

LOWER CASE CORRAL - 9

Fruit (1-B)



Fruit (2-A)

lemon

rhubarb

blackberry

honeydew

watermelon

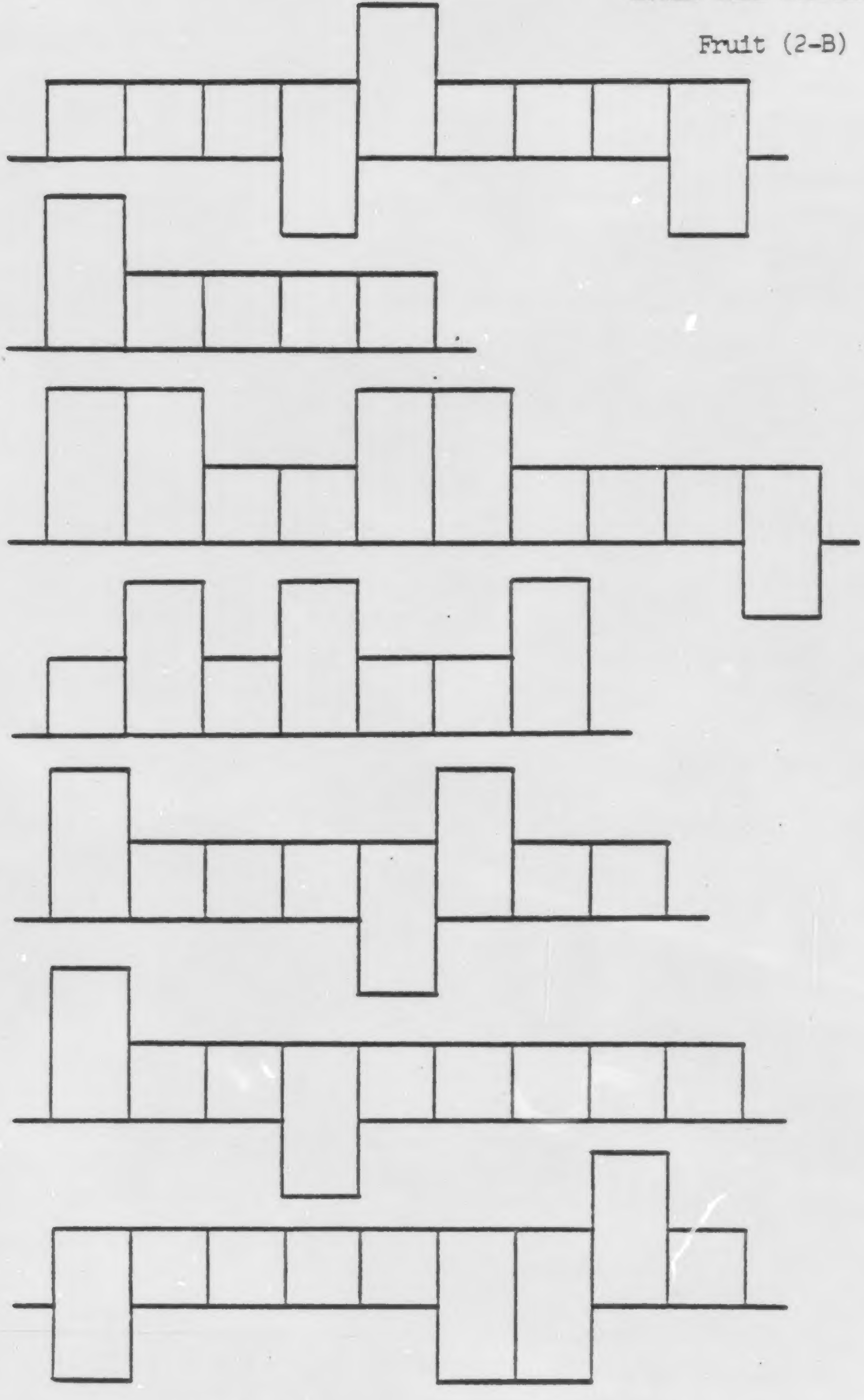
tangerine

pineapple

raspberry

LOWER CASE CORRAL - 9

Fruit (2-B)



LOWER CASE CORRAL - 10

Vegetables

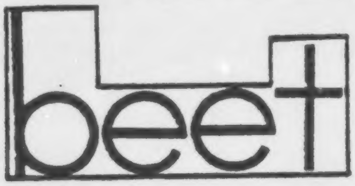
OBJECTIVE: Discriminate between different letters and words using configuration clues.

MATERIALS:
four "Lower Case Corral - 10" worksheets
crayon
pencil
2" x 2" construction paper squares
2" x 4" construction paper pieces
paste or glue
dictionary

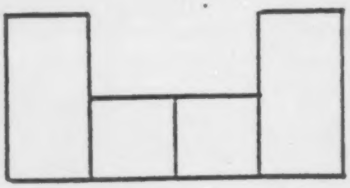
ACTIVITY:

● Students stand or sit on table to form the name of vegetables on the worksheet. Remaining students guess the name.

● Students draw a fence around each word on the worksheet.



● Students make each vegetable's name using the 2" x 2" and 2" x 4" construction paper pieces.



● Students fill in the blank worksheets with the vegetables' names.

◐ Students look up each vegetable in a dictionary. They may write the page number beside each configuration.

◑ Students draw a picture of each vegetable beside the corresponding name and configuration.

LOWER CASE CORRAL - 10
VEGETABLES (1-A)

artichoke

corn

beans

lettuce

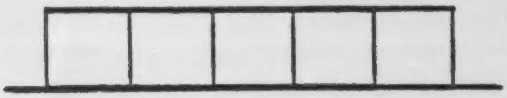
peas

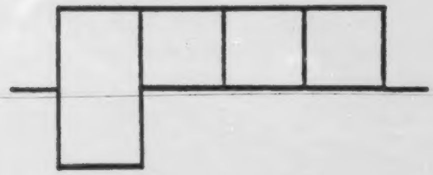
onion

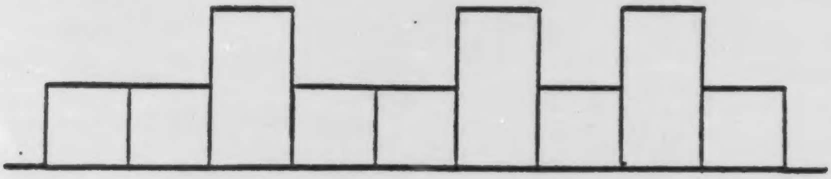
beet

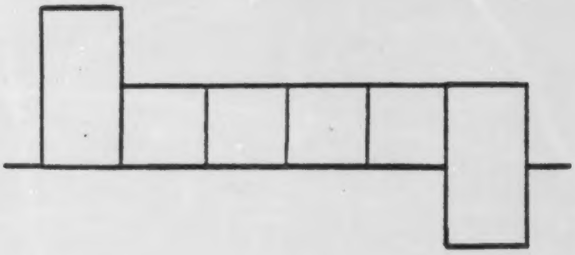
turnip

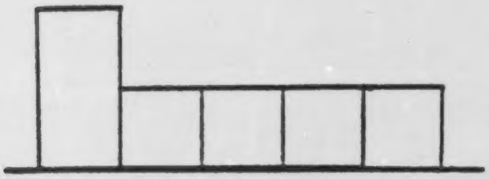
LOWER CASE CORRAL - 10
VEGETABLES (1-B)

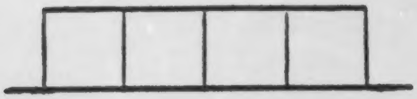


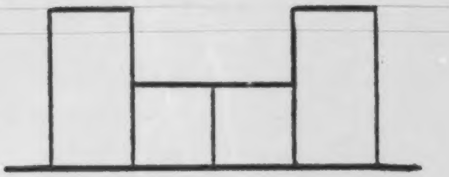


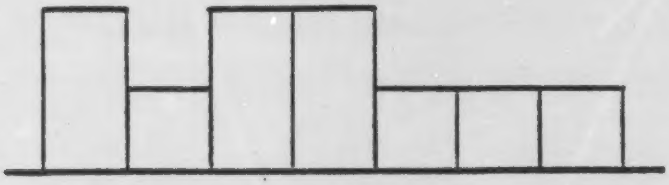












LOWER CASE CORRAL - 10
VEGETABLES (2-A)

potato

celery

broccoli

radish

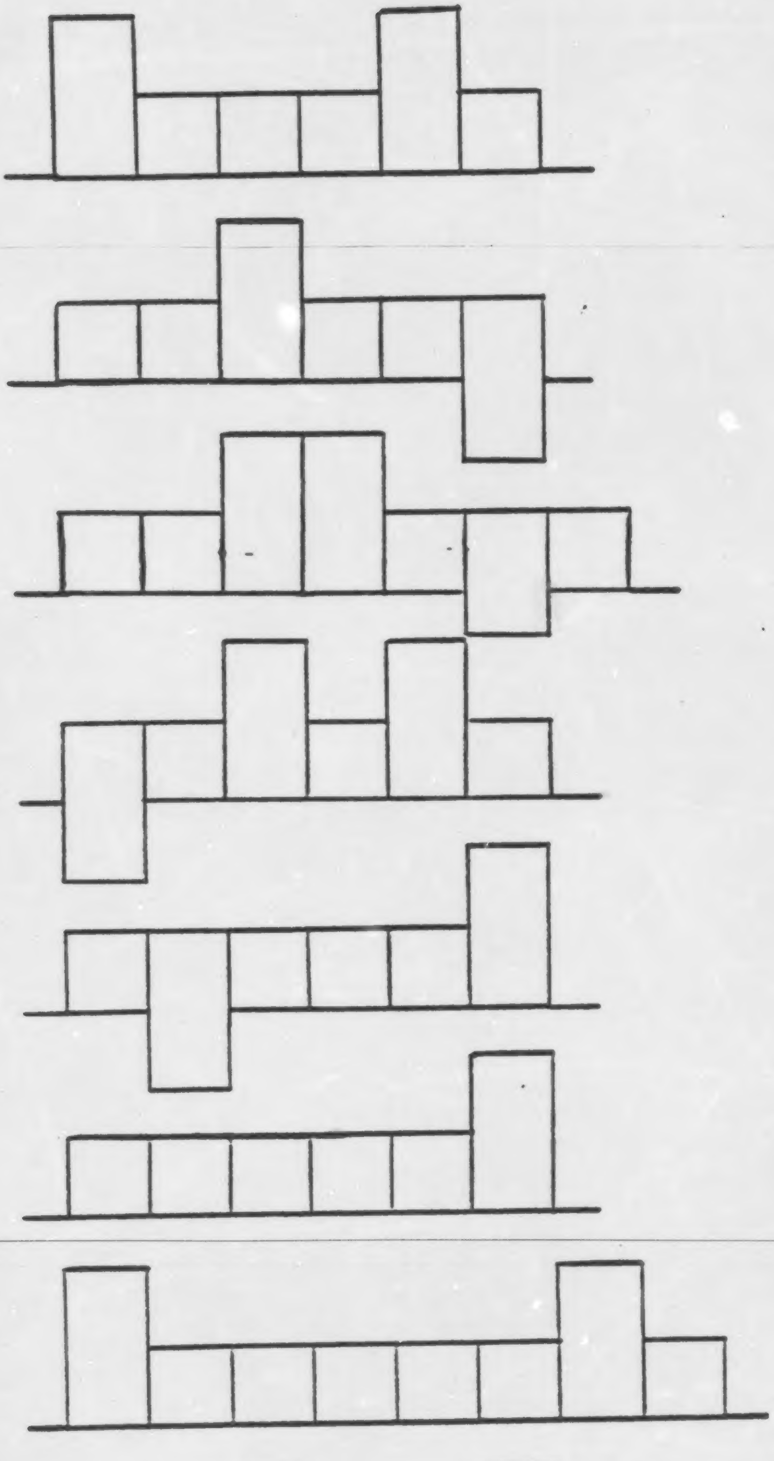
tomato

squash

carrot

cabbage

LOWER CASE CORRAL - 10
VEGETABLES (2-B)



LOWER CASE CORRAL - 11

OBJECTIVE: Discriminate between different letters and words using configuration clues.

MATERIALS:
index cards
2" x 2" construction paper pieces
2" x 4" construction paper pieces
glues
pencils

ACTIVITY:

- Students design word shapes for other words.
- Students design a word shape for the longest word they can imagine.
- Students make and play a concentration game with words and word shapes.
- Students design sentences using word shapes.
- Students design a story using word shapes.

LOWER CASE CORRAL - 12

OBJECTIVES: Discriminate between different words using configuration clues.

Recognize Dolch Basic Sight Words using configuration clues.

MATERIALS: list of words at each reading level (preprimer to second) classified by number of letters

word lists and configuration worksheets at each level

an alphabetical word list at each level

pencils

crayons

glue

2" x 2" construction paper squares

2" x 4" construction paper pieces

ACTIVITY:

● An appropriate word list is given to students. Each word on the worksheet is represented by having students standing or sitting on a table, forming the letters. Other students guess the word.

◑ Students draw a fence around each word on the worksheet.

◔ Students represent each word on the worksheet using the 2" x 2" and 2" x 4" construction paper pieces.

◐ Students fill in the blank configuration worksheet with each Dolch word.

◐ Students read the words on both worksheets.

DOLCH BASIC WORD LIST (PREPRIMER)

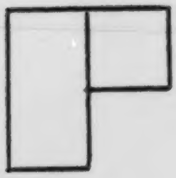
1 letter	2 letters	3 letters	4 letters	5 letters
a	go	and	blue	funny
I	in	big	come	green
	is	can	down	
	it	for	have	
	me	get	help	
	my	not	here	
	to	red	jump	6 letters
	up	run	look	
	we	saw	make	little
		see	play	
		the	ride	
		you	said	
			this	
			want	
			with	
			work	

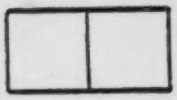
DOLCH BASIC WORD LIST (PREPRIMER)

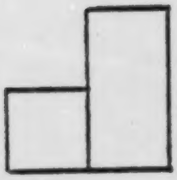
go
me
in
is
it

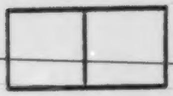
my
up
we
to

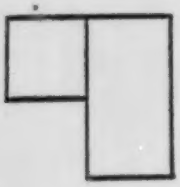
DOLCH BASIC WORD LIST (PREPRIMER)

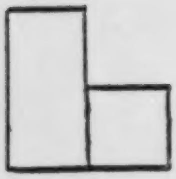


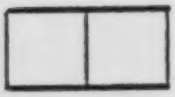










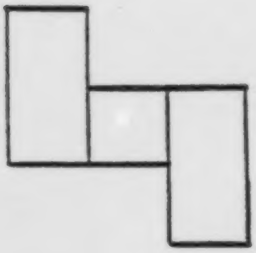


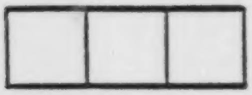
DOLCH BASIC WORD LIST (PREPRIMER)

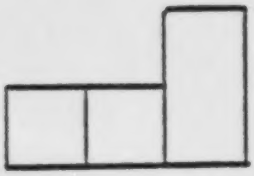
can
big
for
see
you
not

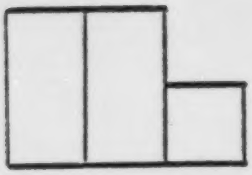
and
get
run
saw
red
the

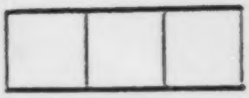
DOLCH BASIC WORD LIST (PREPRIMER)

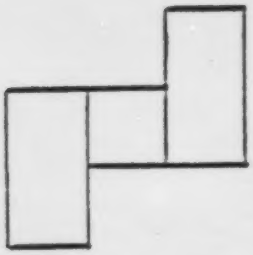


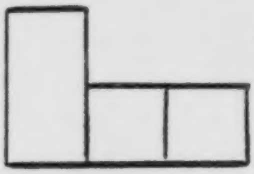


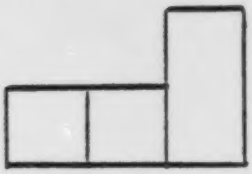


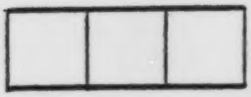


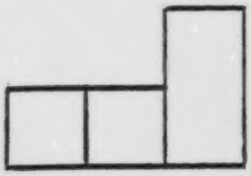


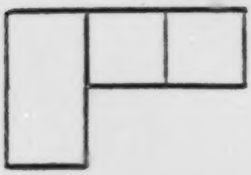


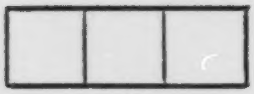








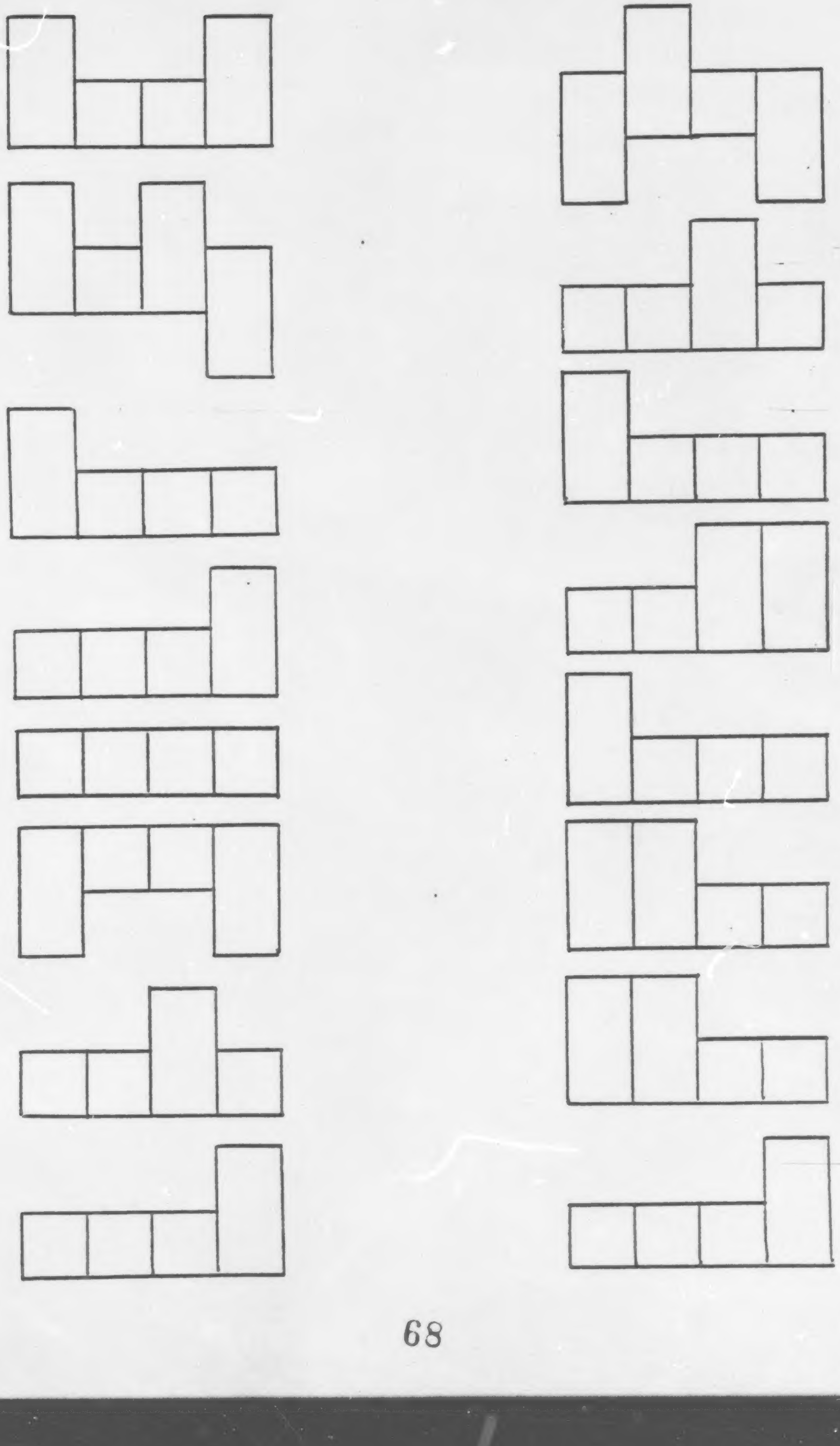




DOLCH BASIC WORD LIST (PREPRIMER)

blue
look
jump
come
here
help
have
down
with
this
make
ride
said
want
work
play

DOLCH BASIC WORD LIST (PREPRIMER)



DOLCH BASIC WORD LIST (PREPRIMER)

funny green

little

DOLCH BASIC WORD LIST (PRIMER)

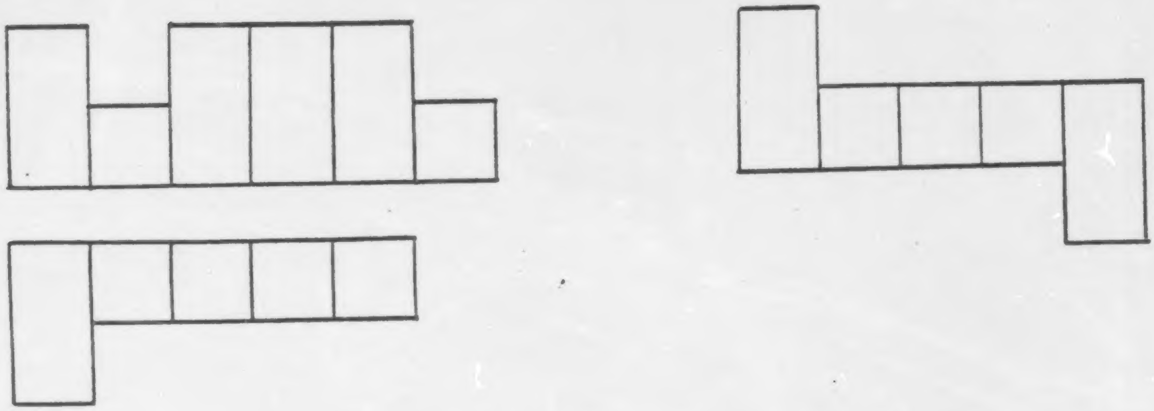
laugh where

three white

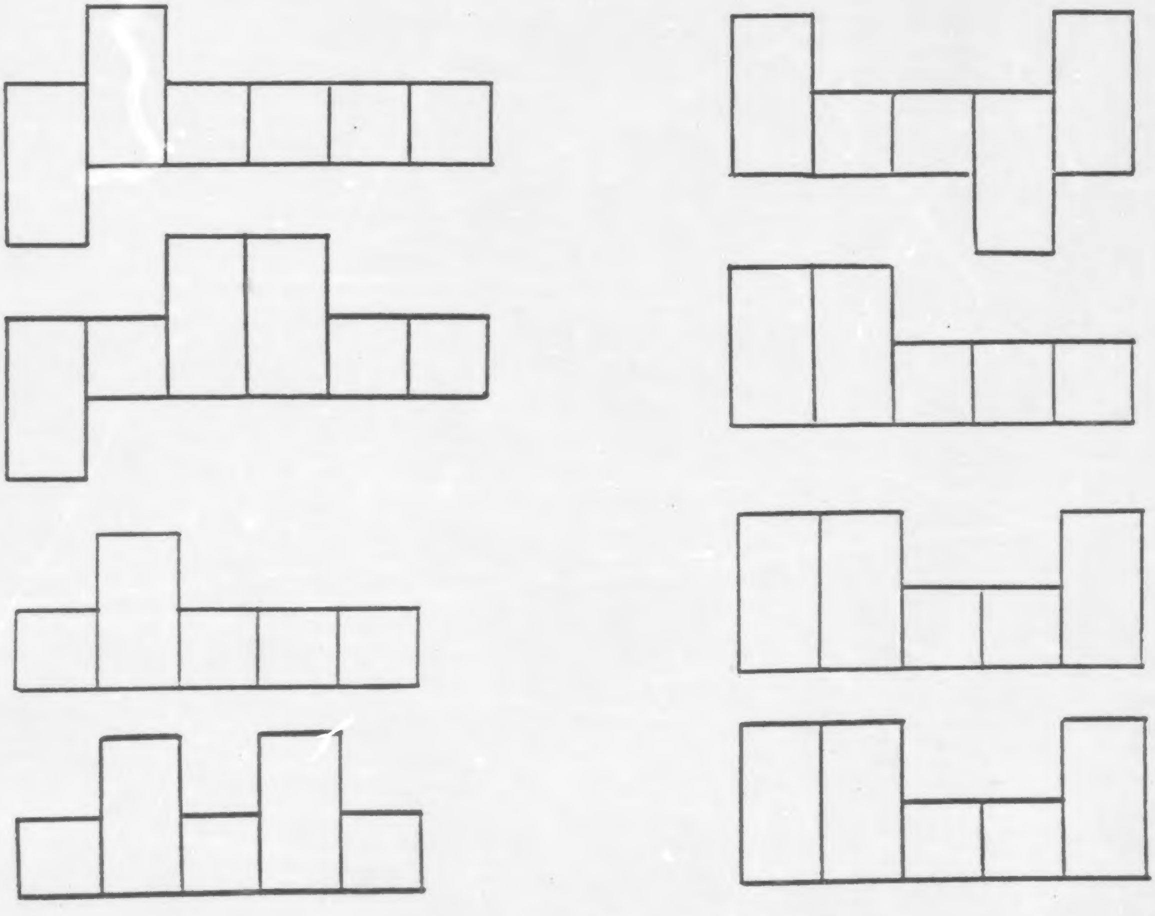
black please

thank yellow

DOLCH BASIC WORD LIST (PREPRIMER)



DOLCH BASIC WORD LIST (PRIMER)



DOLCH BASIC WORD LIST (PRIMER)

2 letters	3 letters	4 letters	5 letters	6 letters
am	all	away	black	please
at	are	came	laugh	yellow
do	but	fast	thank	
he	did	find	three	
no	eat	good	where	
on	new	like	white	
so	now	some		
	one	stop		
	out	that		
	put	then		
	ran	they		
	say	went		
	she	what		
	too	will		
	two	your		
	was			
	yes			

DOLCH BASIC WORD LIST (PRIMER)

am

do

he

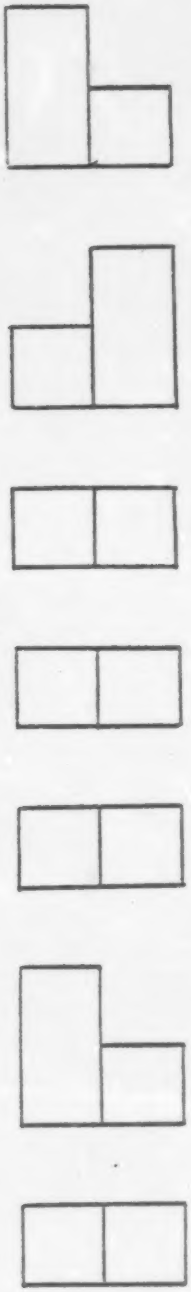
at

no

on

so

DOLCH BASIC WORD LIST (PRIMER)



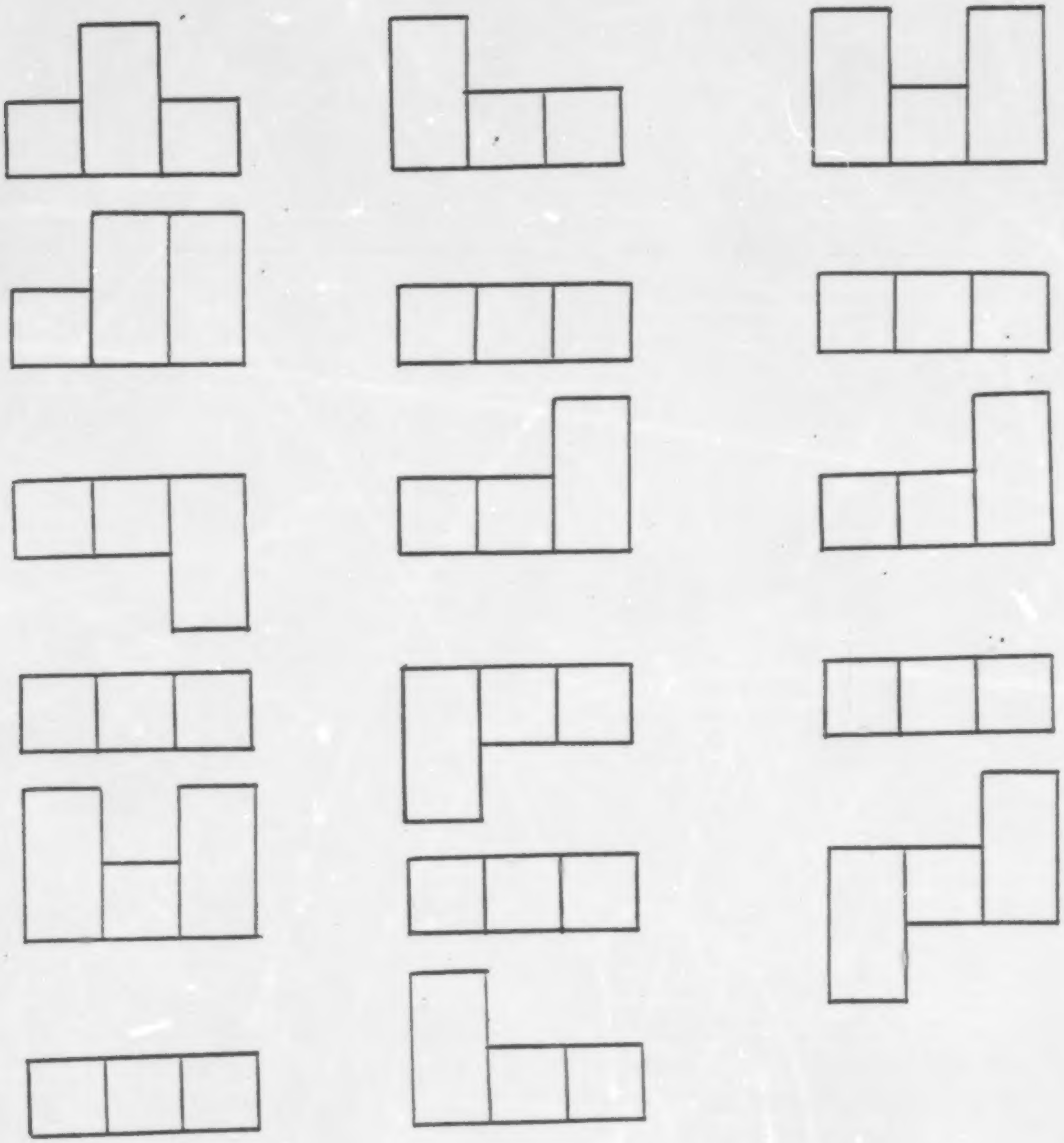
DOLCH BASIC WORD LIST (PRIMER)

all
eat
did
but
one
say

two
are
new
now
out
put

ran
she
too
was
yes

DOLCH BASIC WORD LIST (PRIMER)

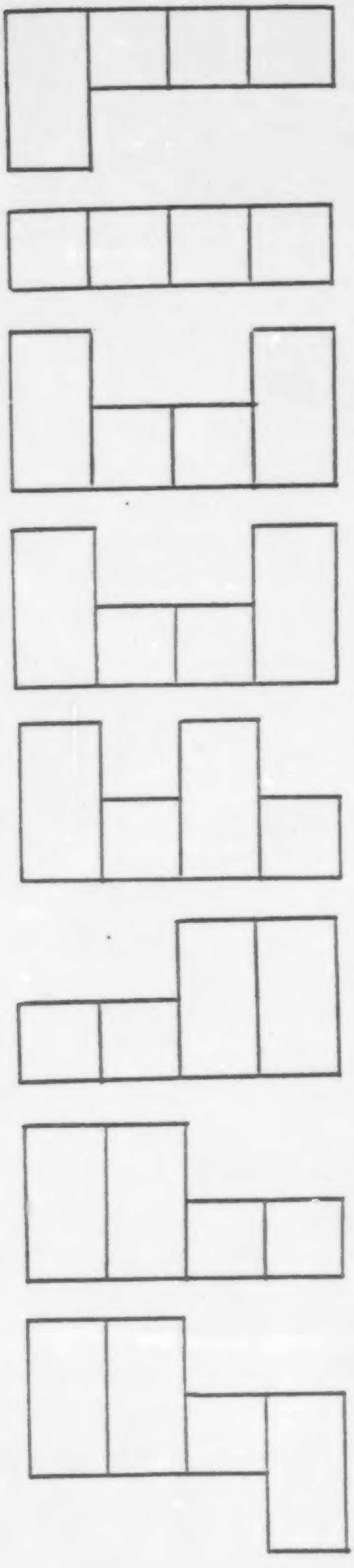


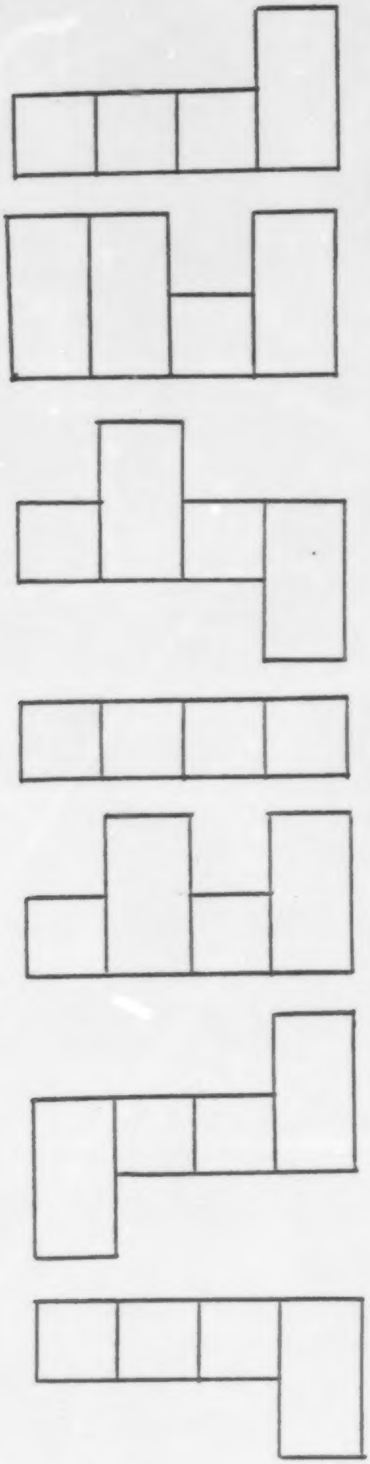
DOLCH BASIC WORD LIST (PRIMER)

away
came
fast
find
good
some
stop
your

that
then
they
what
went
like
will

DOLCH BASIC WORD LIST (PRIMER)





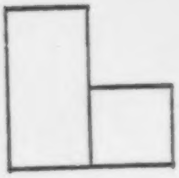
DOLCH BASIC WORD LIST (FIRST)

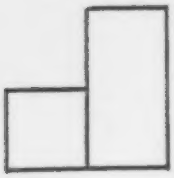
2 letters	3 letters	4 letters	5 letters	6 letters
an	ask	call	about	around
as	ate	cold	after	before
be	far	can't	again	pretty
by	fly	five	brown	
if	had	four	could	
of	has	from	every	
or	her	gave	first	
us	him	give	found	
	his	into	going	
	how	just	never	
	let	know	round	
	may	long	sleep	
	old	made	there	
	our	many	think	
	who	much		
	why	must		
		once		
		open		
		over	4 letters cont.	
		show		
		sing		
		soon	were	
		take	when	
		them	wish	
		very		
		walk		

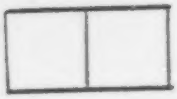
DOLCH BASIC WORD LIST (FIRST)

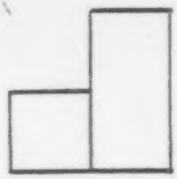
be
by
or
of
us
if
an
as

DOLCH BASIC WORD LIST (FIRST)







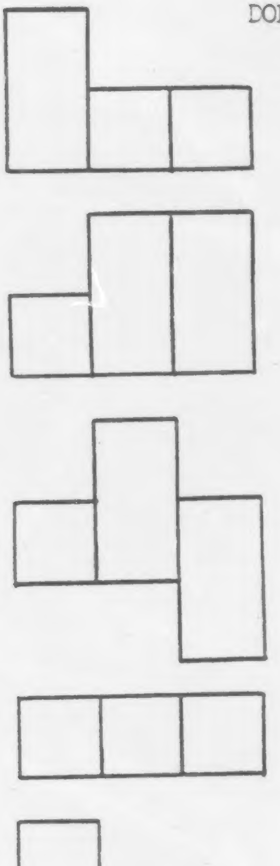


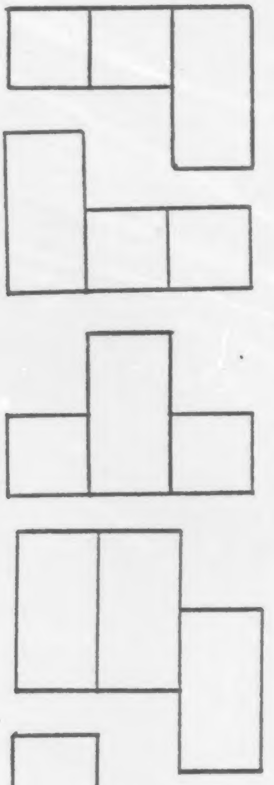
DOLCH BASIC WORD LIST (FIRST)

ask
far
fly
her
let
ate
had
has

may
his
him
our
how
who
old
why

DOLCH BASIC WORD LIST (FIRST)





DOLCH BASIC WORD LIST (FIRST)

cold

call

can't

five

four

from

gave

give

into

know

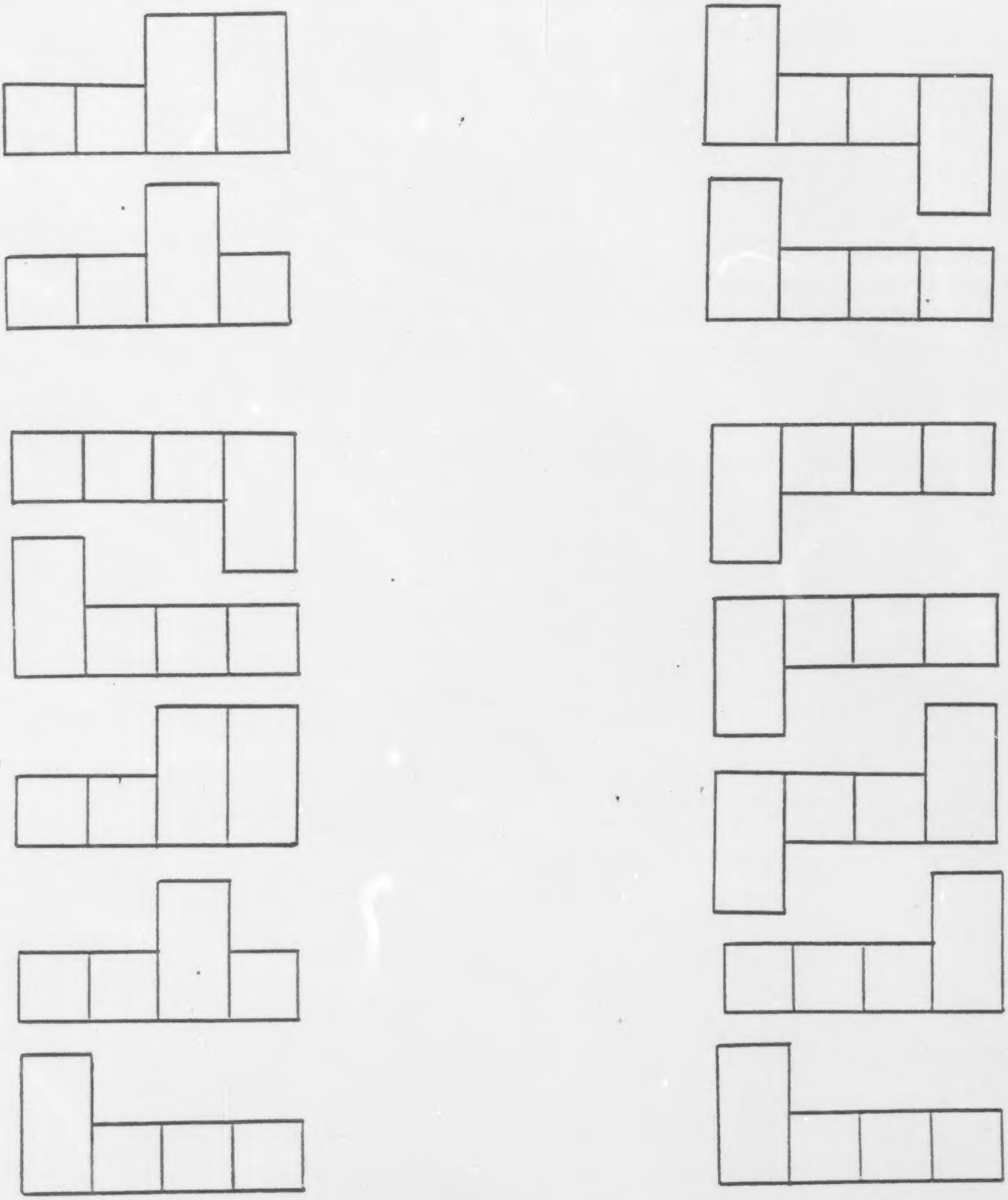
just

made

long

many

DOLCH BASIC WORD LIST (FIRST)

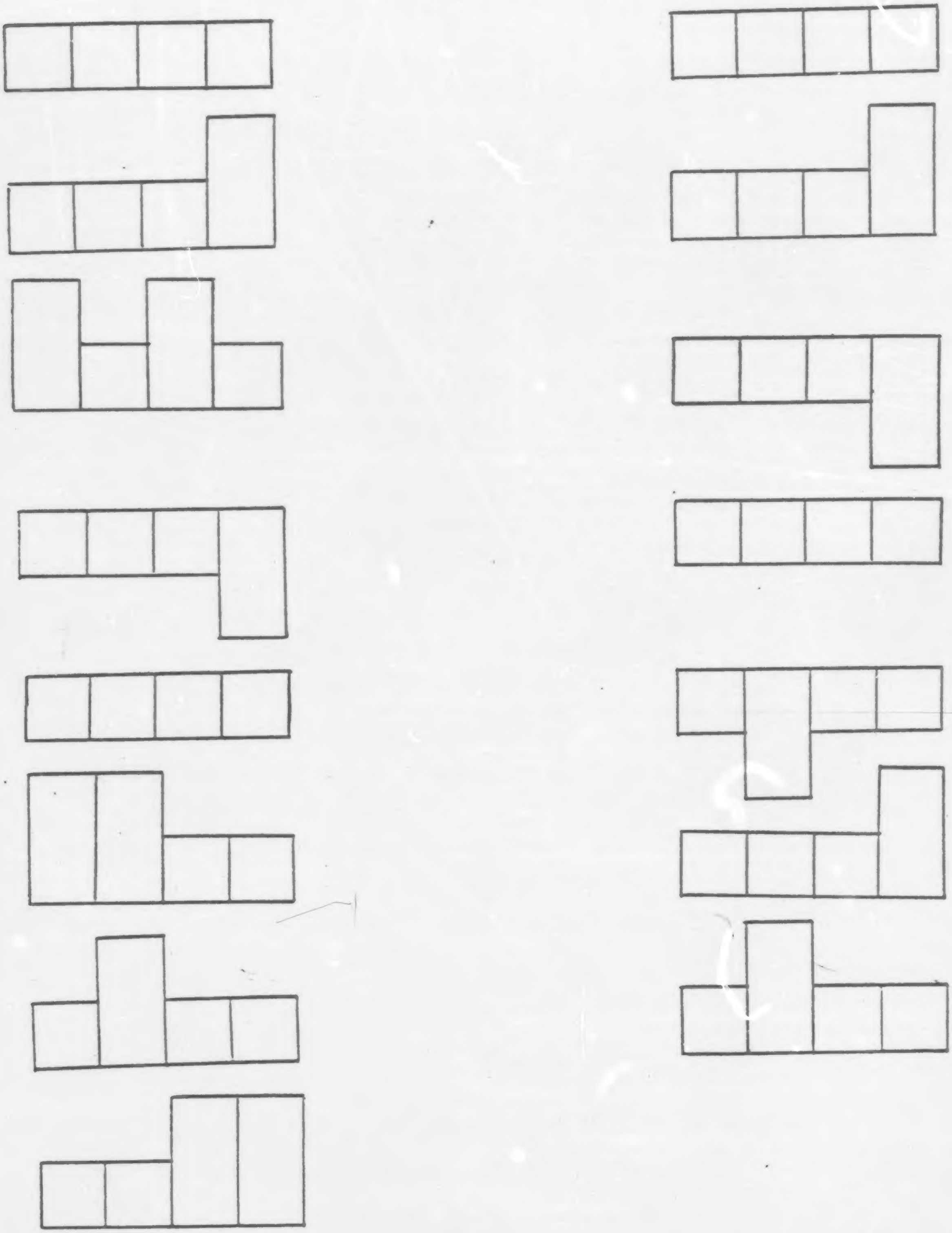


DOLCH BASIC WORD LIST (FIRST)

much
must
once
open
over
show
sing
soon

take
them
very
were
walk
when
wish

DOLCH BASIC WORD LIST (FIRST)

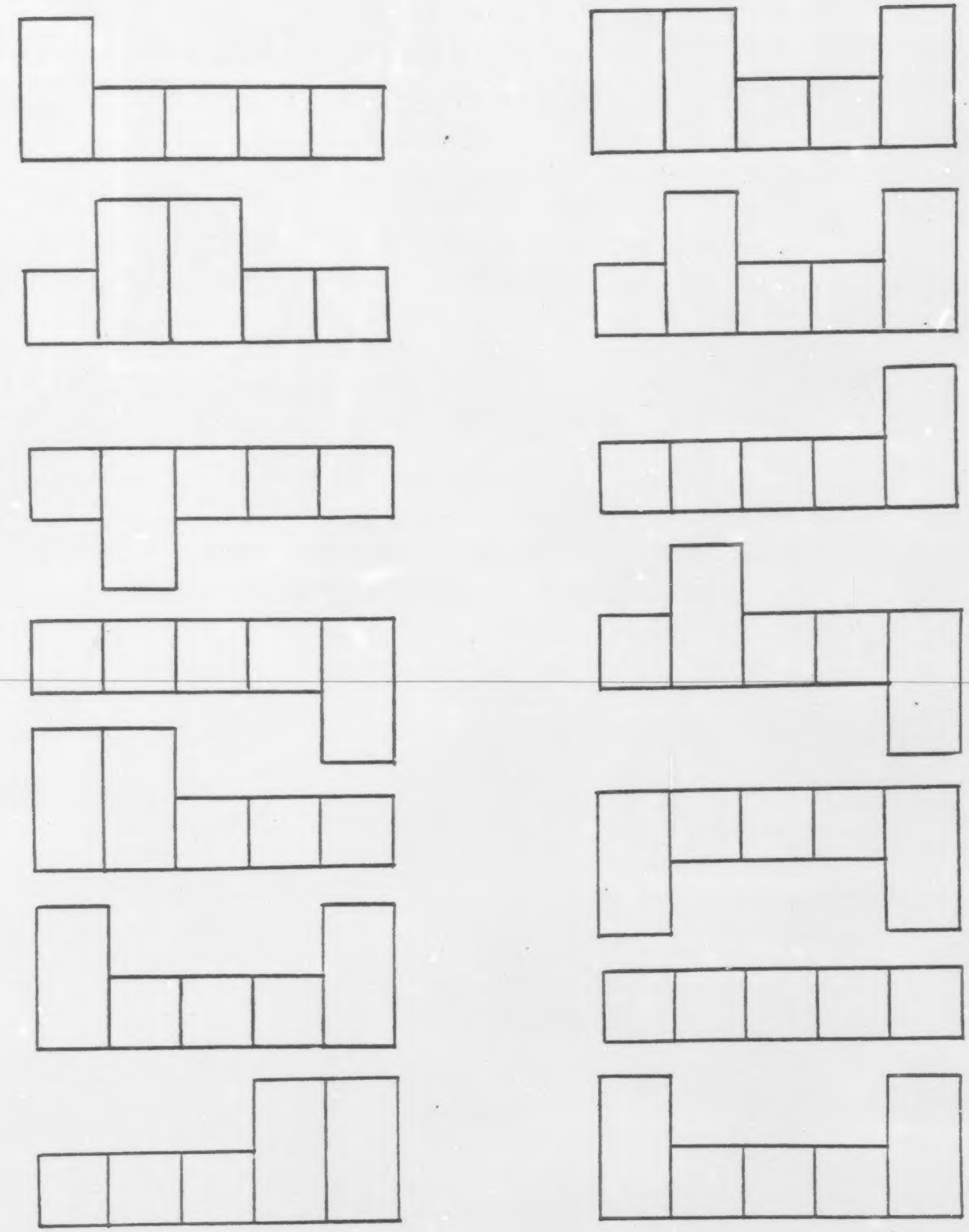


DOLCH BASIC WORD LIST (FIRST)

about
after
again
brown
could
every
first

found
going
never
round
sleep
there
think

DOLCH BASIC WORD LIST (FIRST)



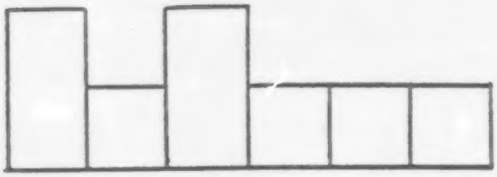
DOLCH BASIC WORD LIST (FIRST)

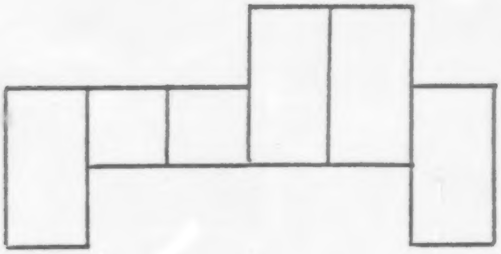
around pretty
before

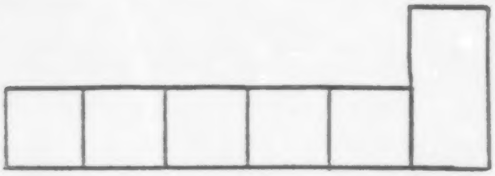
DOLCH BASIC WORD LIST (SECOND)

always because
better together
myself

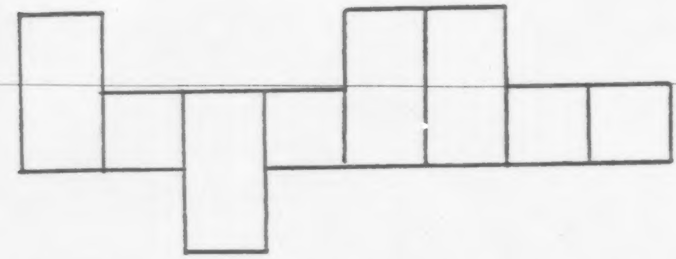
DOLCH BASIC WORD LIST (FIRST)

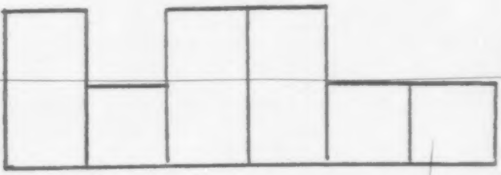


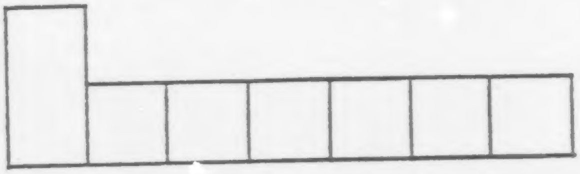


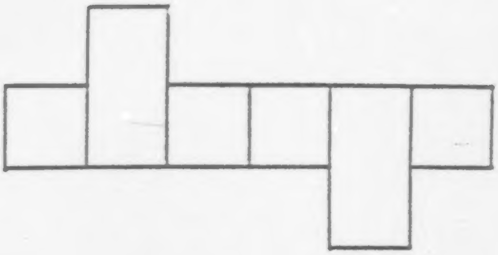


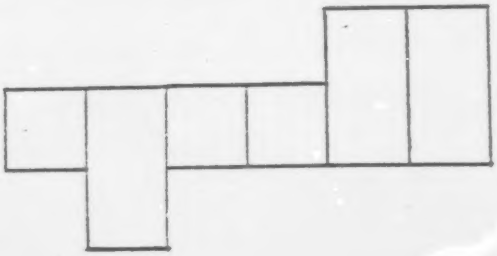
DOLCH BASIC WORD LIST (SECOND)











DOLCH BASIC WORD LIST (SECOND)

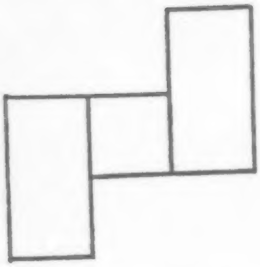
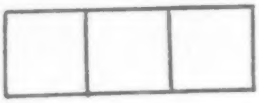
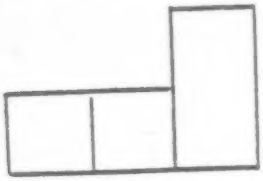
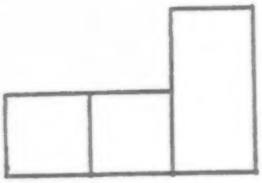
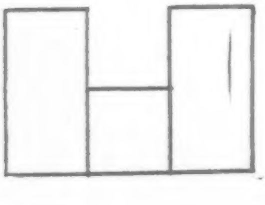
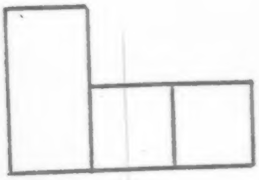
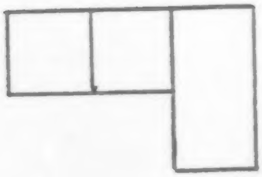
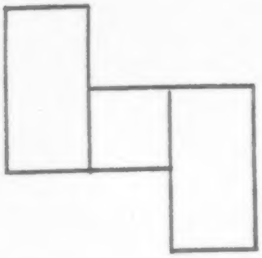
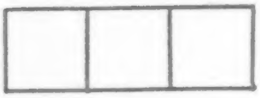
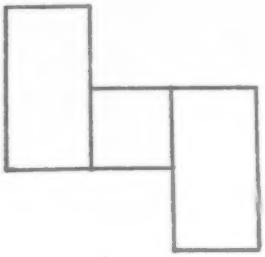
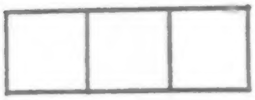
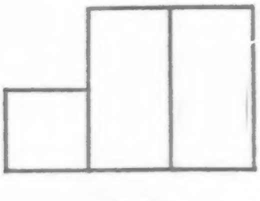
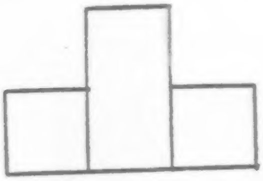
3 letters	4 letters	5 letters	6 letters	7 letters	8 letters
any	been	bring	always	because	together
buy	best	carry	better		
cut	both	clean	myself		
got	does	drink			
hot	done	light			
its	fall	right			
off	full	seven			
own	goes	shall			
sit	grow	small			
six	hold	start			
ten	hurt	their			
try	keep	these			
use	kind	those			
	live	today			
	only	under			
	pick	which			
	pull	would			
	read	write			
	tell				
	upon				
	warm				
	wash				
	well				

DOLCH BASIC WORD LIST (SECOND)

any
buy
cut
got
its
hot
off

own
sit
six
ten
try
use

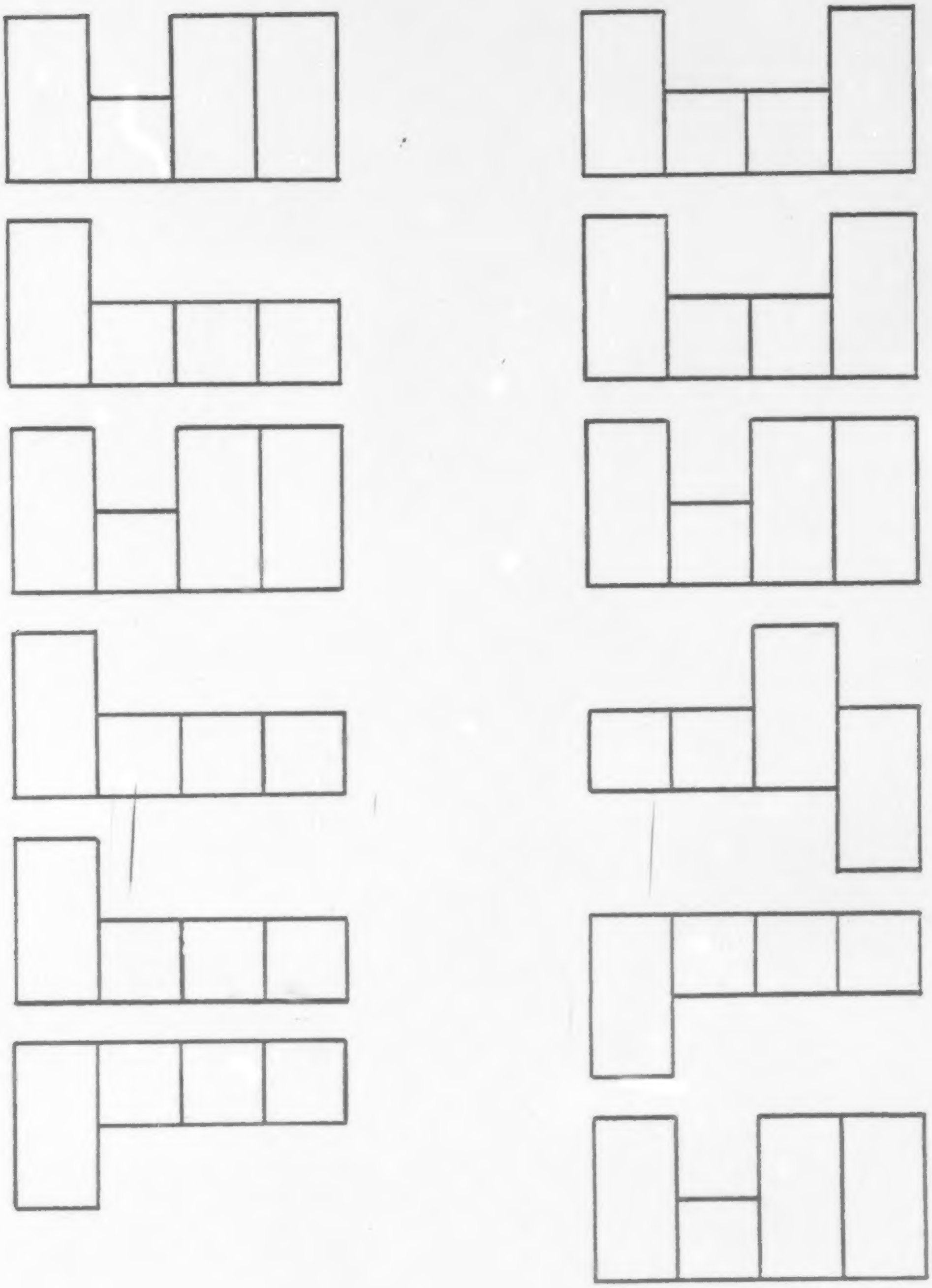
DOLCH BASIC WORD LIST (SECOND)

DOLCH BASIC WORD LIST (SECOND)

been
best
both
does
done
fall
full
goes
grow
only
hurt
hold

DOLCH BASIC WORD LIST (SECOND)

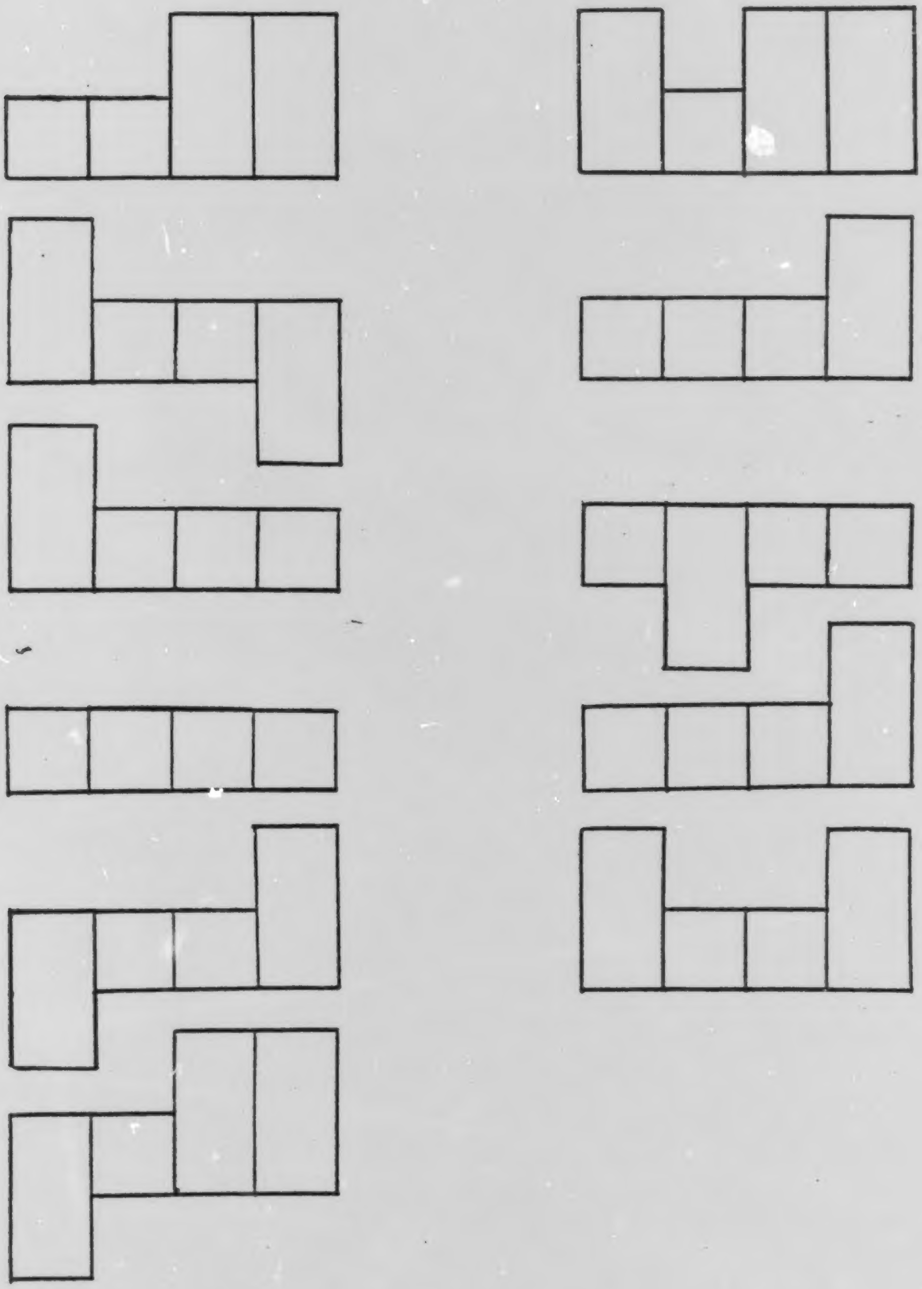


DOLCH BASIC WORD LIST (SECOND)

kind
keep
live
pick
pull
read

tell
upon
warm
wash
well

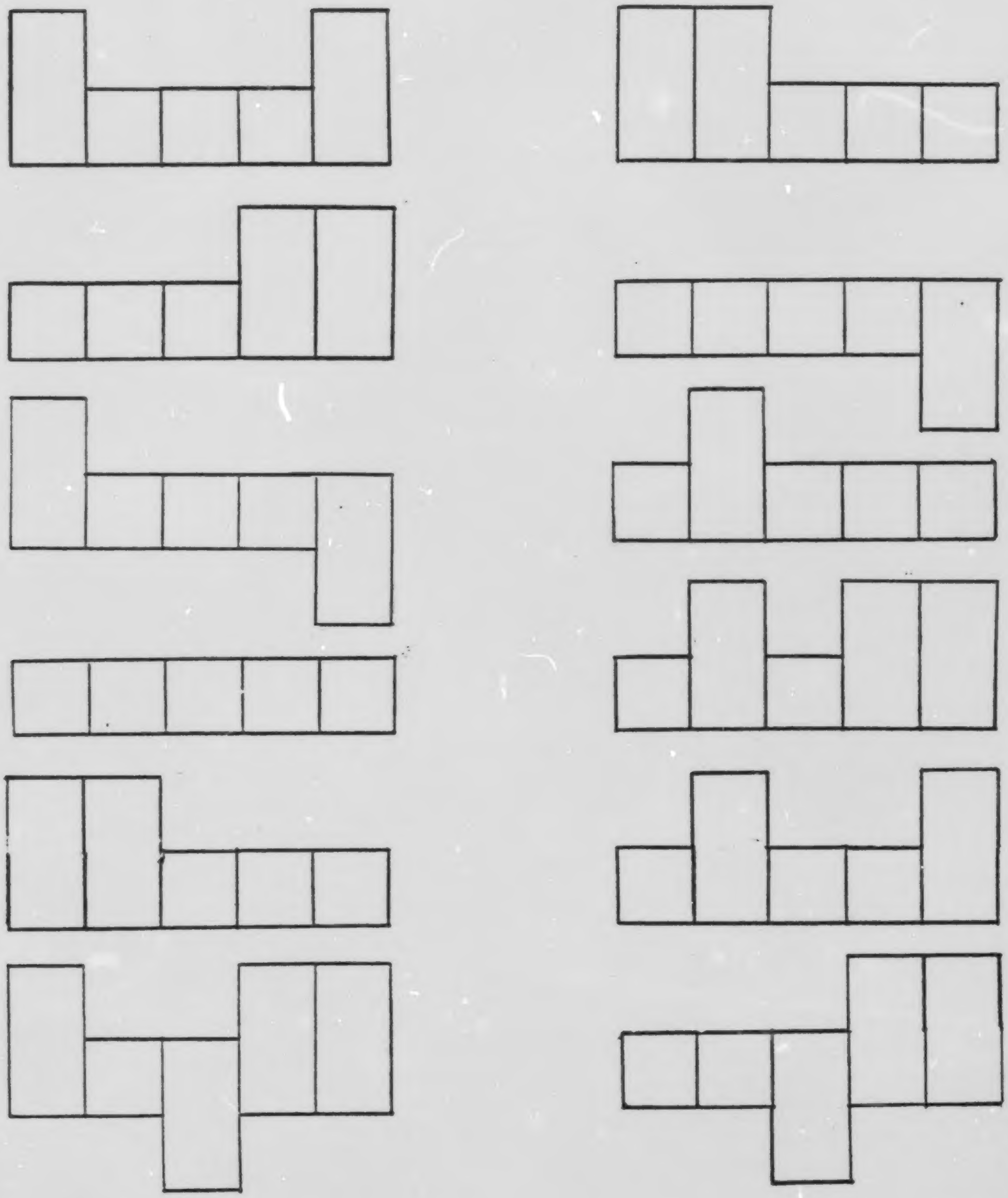
DOLCH BASIC WORD LIST (SECOND)



DOLCH BASIC WORD LIST (SECOND)

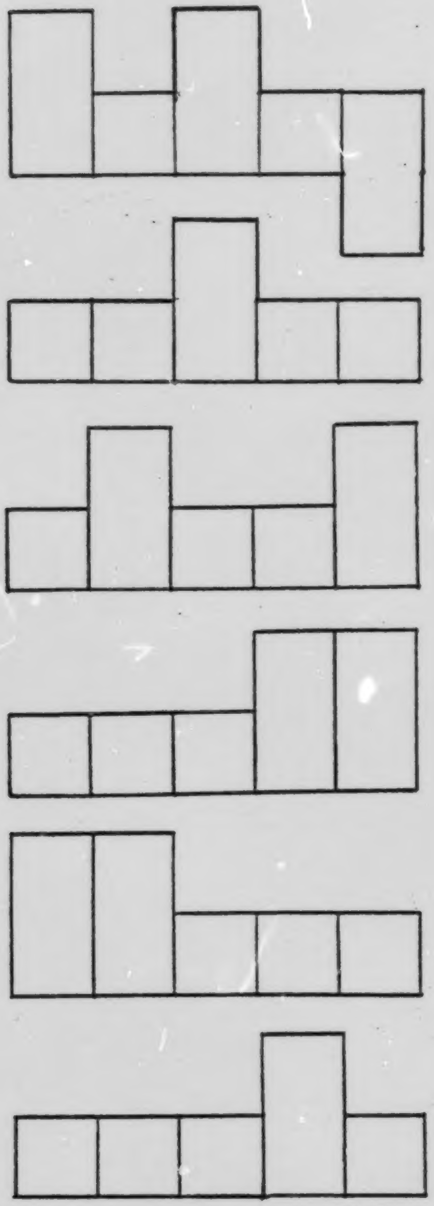
bring
carry
clean
drink
light
right
seven
shall
small
start
their
these

DOLCH BASIC WORD LIST (SECOND)



those
today
under
which
would
write

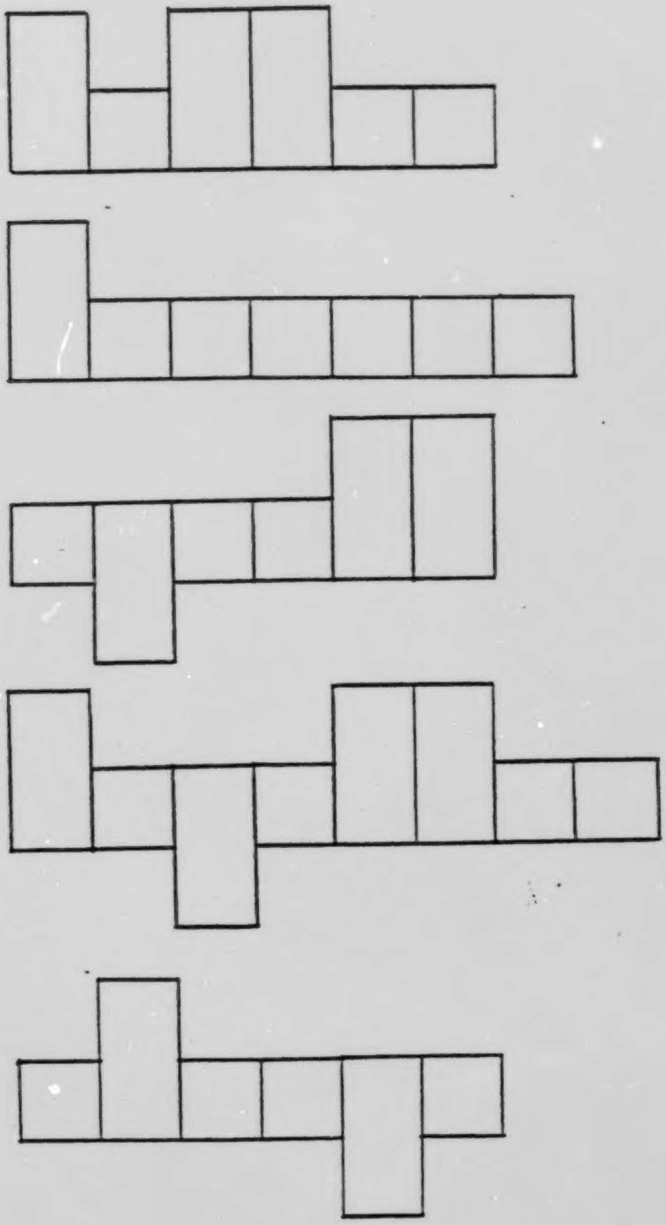
DOLCH BASIC WORD LIST (SECOND)



DOLCH BASIC WORD LIST (SECOND)

always
better
myself
because
together

DOLCH BASIC WORD LIST (SECOND)



DOLCH BASIC WORD LIST (PREPRIMER)

a
and
big
blue
can
come
down
for
funny
get
go
green
have
help
here
I
in
is
it
jump
little
look
make
me
my
not
play
red
ride
run
said
saw
see
the
this
to
up
want
we
with
work
you

DOLCH BASIC WORD LIST (PRIMER)

all
am
are
at
away
black
but
came
did
do
eat
fast
find
good
he
laugh
like
new
no
now
on
one
out
please
put
ran
say
she
so
some
stop
thank
that
then
they
three
too
two
was
went
what
where
white
will
yellow
yes
your

DOLCH BASIC WORD LIST (FIRST)

about
after
again
an
around
as
ask
ate
be
before
brown
by
call
cold

could
can't
every
far
first
five
fly
found
four
from
gave
give
going
had

has
her
him
his
how
if
into
just
know
let
long
made
many
may

much
must
never
of
old
once
open
or
our
over
pretty
round
snow
sing

sleep
soon
take
them
there
think
us
very
walk
were
when
who
why
wish

DOLCH BASIC WORD LIST (SECOND)

always
any
because
been
best
better
both
bring
buy
carry
clean
cut
does
done
drink
fall
full
goes
got
grow
hold
hot
hurt
its
keep
kind
light
live
myself
off
only
own
pick
pull
read
right
seven
shall
sit
six
small
start
tell
ten
their
these
those
today
together
try
under
upon
use
warm
wash
well
which
would
write

ERASED WORD DISCOVERY

OBJECTIVE: Develop word recognition skills

MATERIALS: Erased Word Discovery Sheets (included)

ACTIVITY:

Students are given an erased Dolch word list appropriate for their reading level.

● Students focus on the entire page and try to identify the words.

◐ Students write the complete word on the blank beside each erased word.

◑ If students cannot identify a word, they fill in the erased parts of the word and then write the complete word.

ERASED WORD DISCOVERY ANSWER SHEET

Page 1
1. a
2. and
3. big
4. blue
5. can
6. come
7. down
8. for
9. funny

Page 2
1. my
2. not
3. play
4. red
5. ride
6. run
7. said
8. saw
9. see

Page 3
1. the
2. this
3. to
4. up
5. want
6. we
7. with
8. work
9. you

Page 4
1. put
2. ran
3. say
4. she
5. so
6. some
7. stop
8. thank

Page 5
1. like
2. new
3. no
4. now
5. on
6. one
7. out
8. please

Page 6
1. all
2. am
3. are
4. at
5. away
6. black
7. but
8. came

Page 7
1. every
2. far
3. first
4. five
5. fly
6. found
7. four
8. from

Page 8
1. open
2. or
3. our
4. over
5. pretty
6. round
7. show
8. sing

Page 9
1. how
2. if
3. into
4. just
5. know
6. let
7. long
8. made

Page 10
1. sleep
2. soon
3. take
4. them
5. there
6. think
7. us
8. very

Page 11
1. always
2. any
3. because
4. been
5. best
6. better
7. both
8. bring

Page 12
1. pick
2. pull
3. read
4. right
5. seven
6. sit
7. six
8. small
9. together

Page 13
1. start
2. tell
3. ten
4. their
5. these
6. those
7. today
8. try
9. write

Page 14
1. under
2. use
3. warm
4. wash
5. well
6. which
7. would
8. draw
9. eight

ERASED WORD DISCOVERY - 1

a ____________________

and ____________________

this ____________________

the ____________________

can ____________________

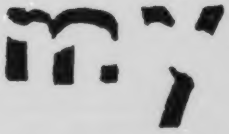
come ____________________

down ____________________

for ____________________

funny ____________________

ERASED WORD DISCOVERY - 2



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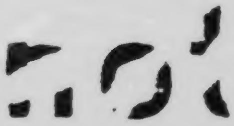

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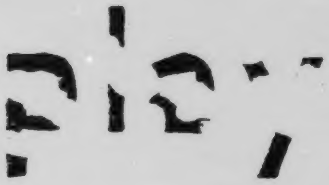

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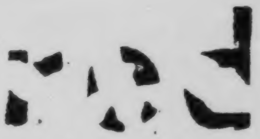

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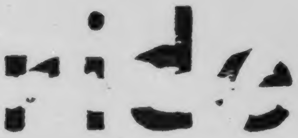

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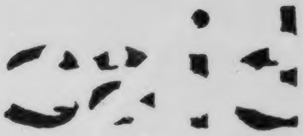

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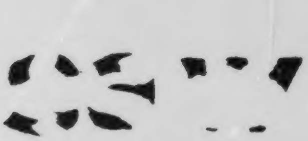

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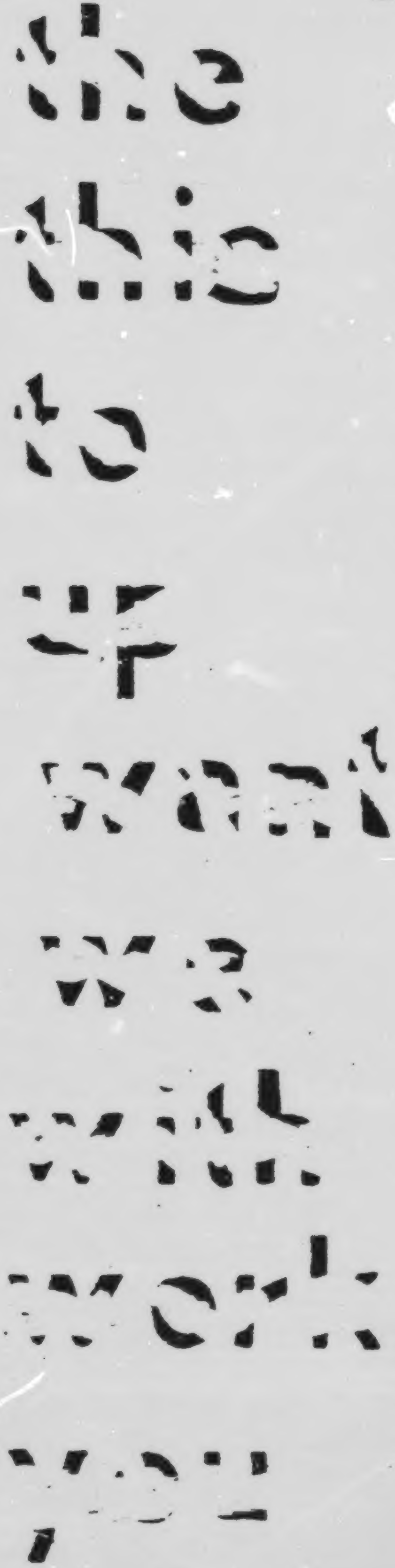
ERASED WORD DISCOVERY - 3



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____

____

____

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____

____

____

____

ERASED WORD DISCOVERY - 4

put ______________________________

ran ______________________________

say ______________________________

she ______________________________

so ______________________________

come ______________________________

stop ______________________________

thank ______________________________

ERASED WORD DISCOVERY - 5

like ______________________________

new ______________________________

no ______________________________

now ______________________________

on ______________________________

one ______________________________

out ______________________________

place ______________________________

ERASED WORD DISCOVERY - 6

all ______________________

am ______________________

are ______________________

at ______________________

away ______________________

black ______________________

but ______________________

came ______________________

ERASED WORD DISCOVERY - 7

every ______________________________

far ______________________________

first ______________________________

five ______________________________

fly ______________________________

found ______________________________

four ______________________________

from ______________________________

ERASED WORD DISCOVERY - 8

open ____________________

or ____________________

our ____________________

over ____________________

pretty ____________________

round ____________________

show ____________________

sing ____________________

ERASED WORD DISCOVERY - 9

how ______________________

if ______________________

into ______________________

just ______________________

know ______________________

let ______________________

long ______________________

made ______________________

ERASED WORD DISCOVERY - 10

sleep ____________________

soon ____________________

take ____________________

them ____________________

there ____________________

think ____________________

us ____________________

very ____________________

ERASED WORD DISCOVERY - 11

always ______________________

any ______________________

because ______________________

been ______________________

best ______________________

better ______________________

both ______________________

bring ______________________

ERASED WORD DISCOVERY - 12

pick ____________________

pull ____________________

read ____________________

right ____________________

seven ____________________

sit ____________________

six ____________________

small ____________________

together ____________________

ERASED WORD DISCOVERY - 13

start ______________________________

tell ______________________________

ten ______________________________

their ______________________________

these ______________________________

those ______________________________

today ______________________________

try ______________________________

write ______________________________

ERASED WORD DISCOVERY - 14

under ______________________

use ______________________

warm ______________________

wash ______________________

well ______________________

which ______________________

would ______________________

draw ______________________

eight ______________________

REBUS POSTERS

OBJECTIVES: Identify pictorial representations of words
Identify printed words as labels for pictures

MATERIALS: one set of six rebus sheets (included)
Rebus Worksheet (included)
pencils

ACTIVITY:

◑ Students focus on a poster for a few seconds.

◐ Students state what they noticed on the poster.

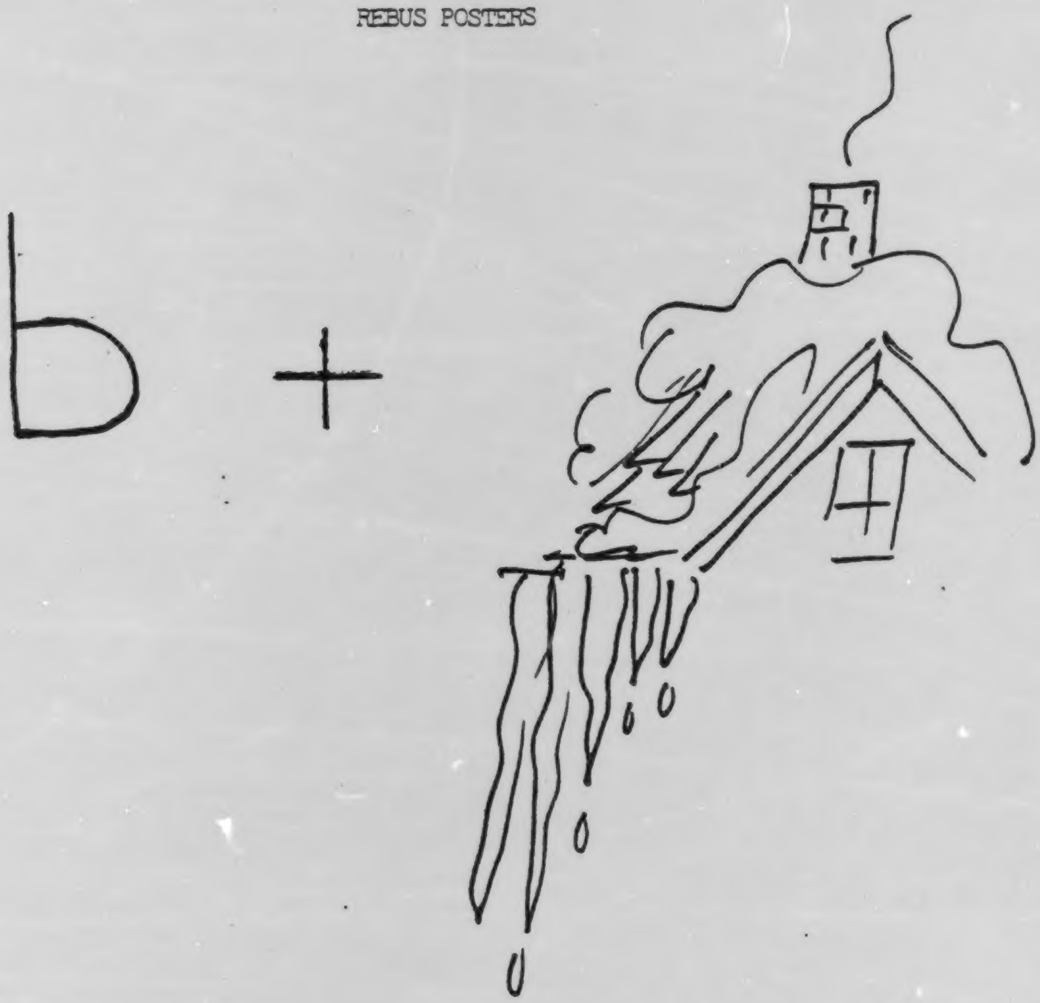
● Students and teacher discuss what each picture could be.

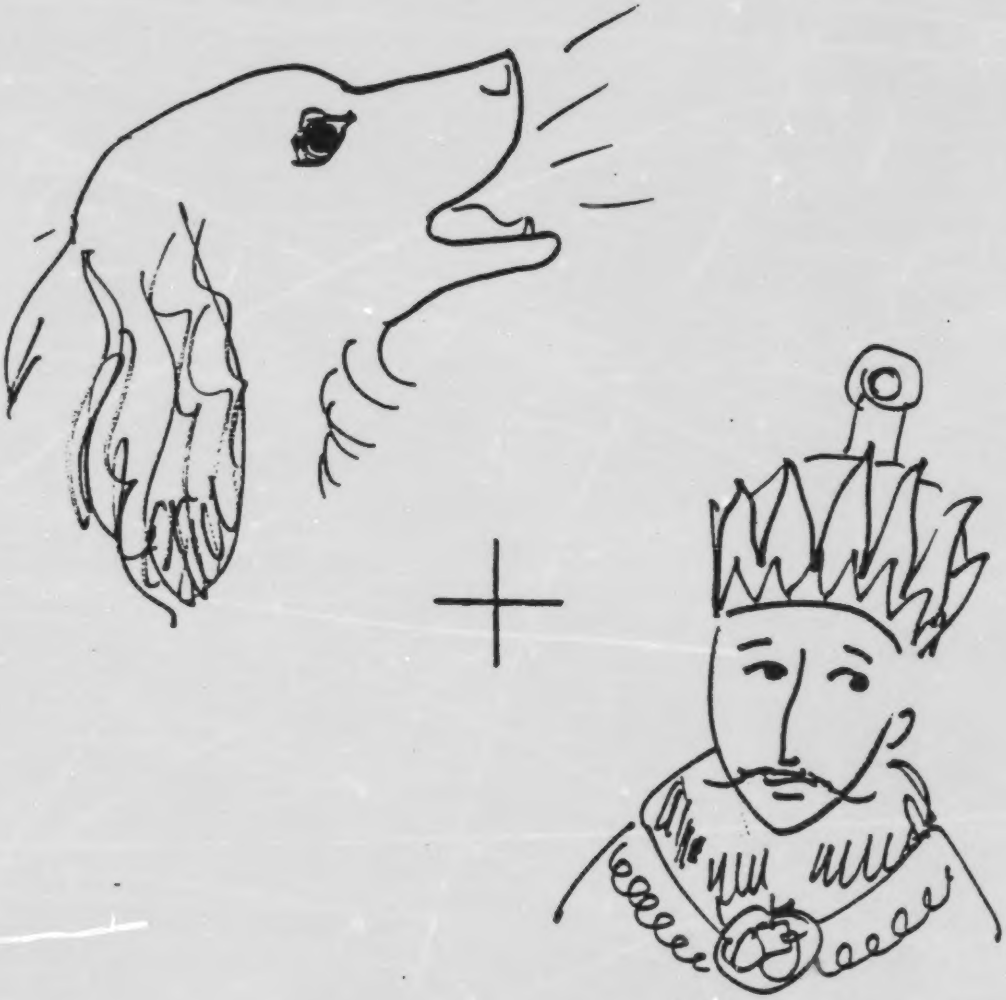
● Students combine the two elements of each poster to create a new word.

◐ On their worksheets, students write the number of the correct rebus poster on the blank next to each word.
The worksheet answers are listed here:

coffee	3
window	5
bicycles	1
tiring	6
satellite	4
barking	2

REBUS POSTERS





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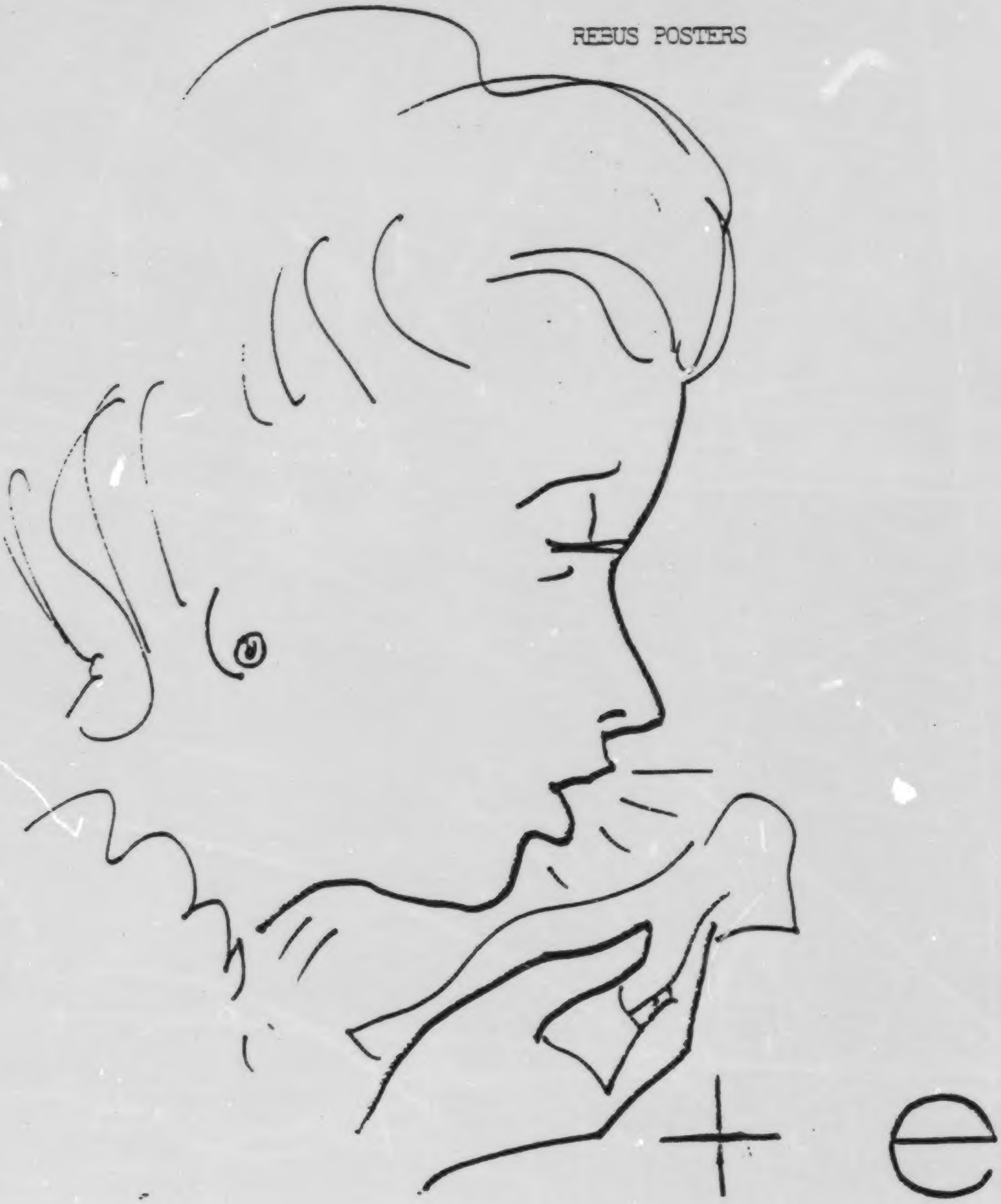

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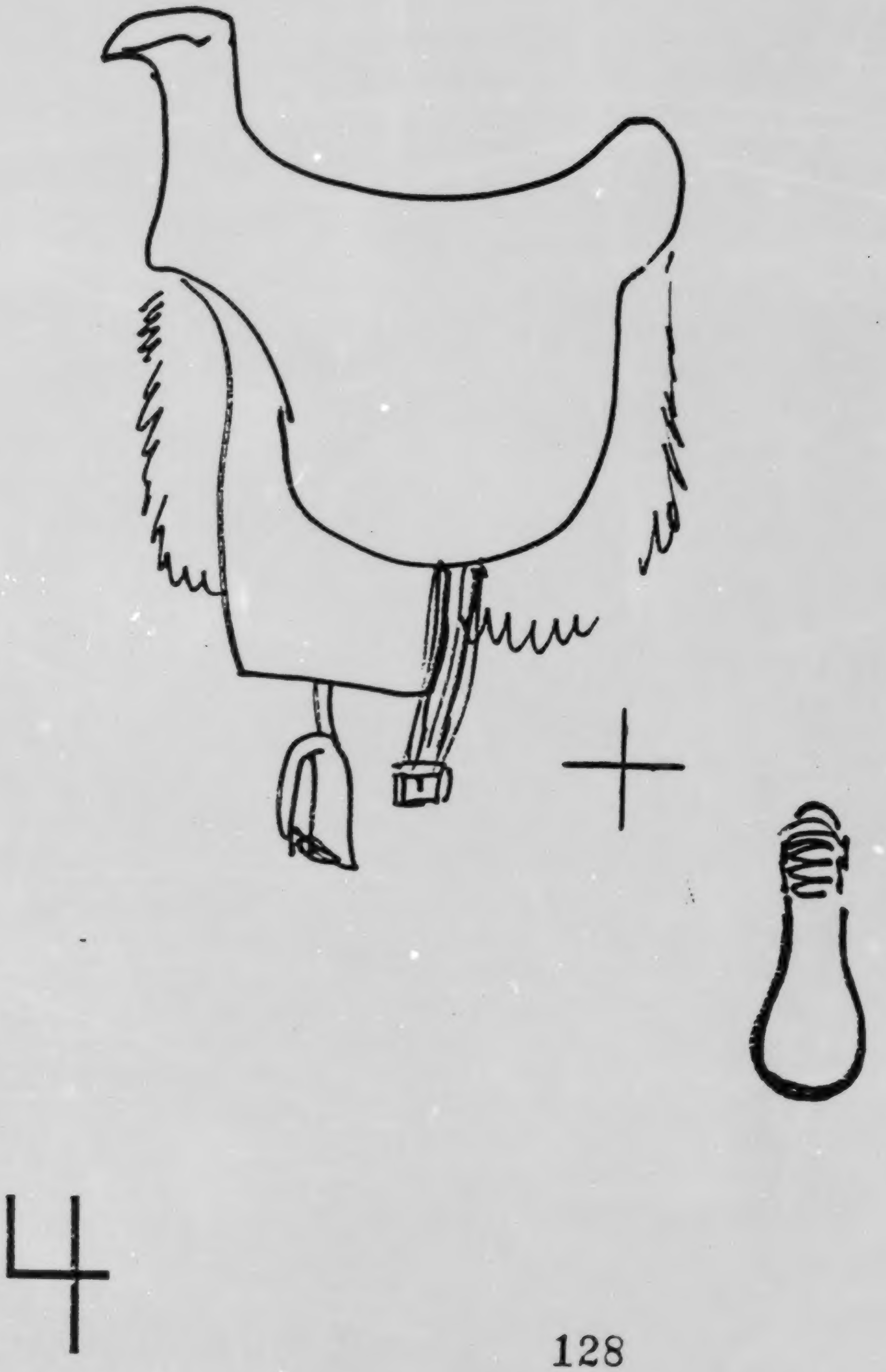
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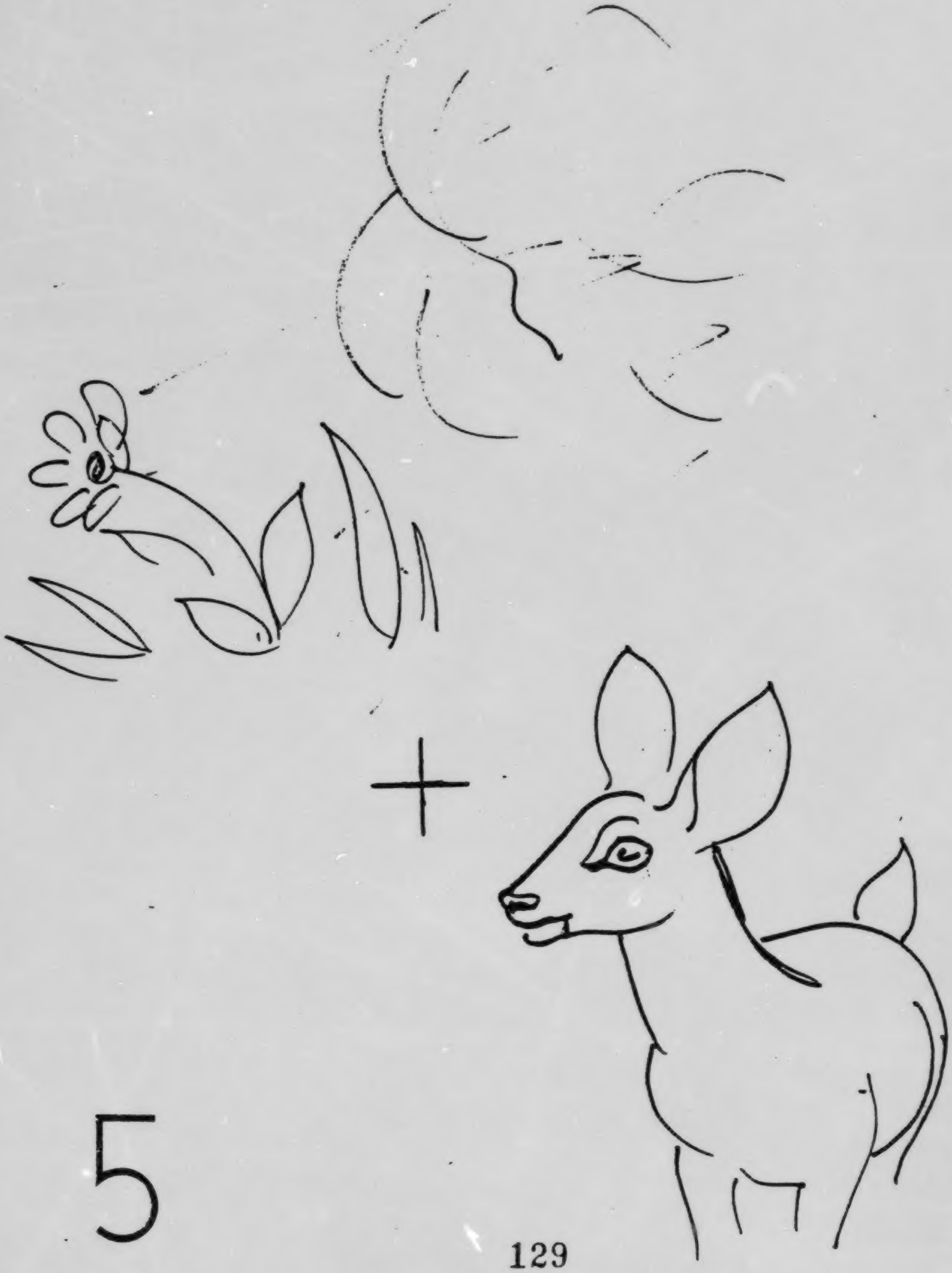

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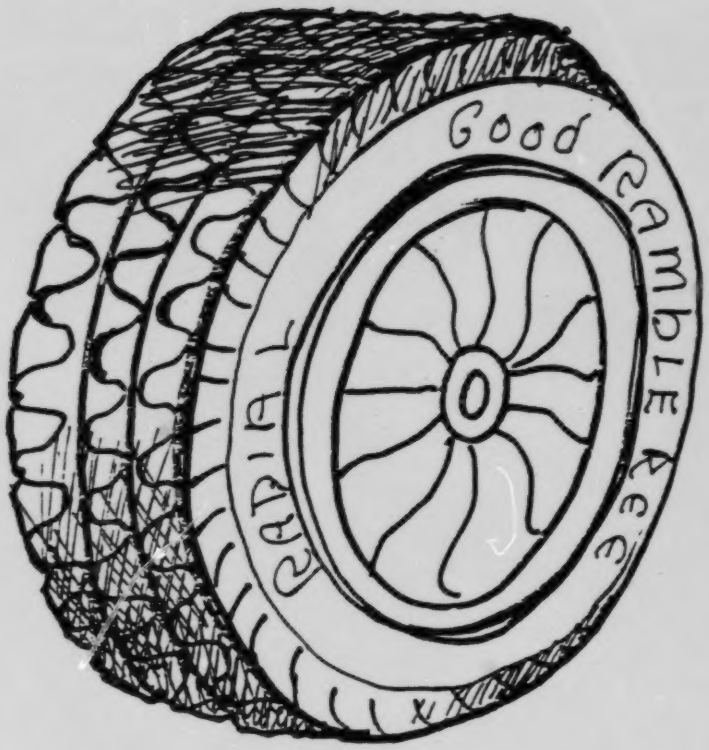
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RADIAL

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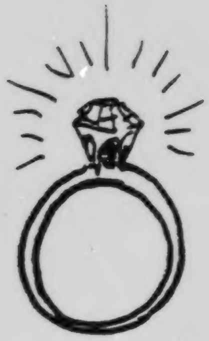

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REBUS WORKSHEET

Directions: Write the number of the correct rebus poster on the blank next to each word.

coffee ____

window ____

bicycle ____

tiring ____

satellite ____

barking ____

BIG WORDS

OBJECTIVES: Reduce fear of long words
Decoding long words using a variety of methods

MATERIALS: Big Work Sheet (included)
pencils
crayons
dictionary
drawing paper
magazines, newspapers

PREPARATION:

Reproduce Big Word Sheets. Cut each sheet in half. Give one Big Word to each student.

ACTIVITY:

Students do any of the following activities:

◑ Make a sound the word would make.

◑ Move like the word.

◐ Tell what you think the word means.

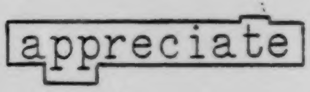
◑ Draw or paint a picture of the word.

● Visualize the word's meaning, and describe what you visualized.

◑ Find a picture of the word in a magazine, book, or newspaper.

◐ Tell the first thing the word makes you think of.

● Teacher draws an outline around the word.



Student visualizes what the shape of the word looks like. If it looks like a toothbrush, student might say:
"I appreciate my toothbrush. It helps me keep my teeth clean."

◑ Trace a picture representing the definition of the word.

◐ Read the word's definition from a dictionary and copy it.

BIG WORDS

abracadabra
accelerate
aforementioned
altogether
appreciate
befittingly
bicentennial
calculating
composition
declaration
determination
disappointed
disentanglement
establishment
information
instrumentalist
kindheartedly
misunderstanding
nevertheless
northwestward
notwithstanding
ornamental
overaggressive
overestimated
prerevolutionary
readministration
respectability
ridiculous
satisfactorily
sportfisherman
timelessness
unmentionable
weightlessness
worrisome

declaration

BIG WORDS

composition

BIG WORDS

information

BIG WORDS

determination

BIG WORDS

respectability

BIG WORDS

kindheartedly

BIG WORDS

altogether

BIG WORDS

nevertheless

BIG WORDS

abracadabra

accelerate

satisfactorily

aforementioned

139

140

overestimated

BIG WORDS

prerevolutionary

BIG WORDS

141

142

ornamental

BIG WORDS

notwithstanding

BIG WORDS

143

144

disappointed

disentanglement

145

146

overaggressive

BIG WORDS

weightlessness

BIG WORDS

147

148

misunderstanding

BIG WORDS

instrumentalist

BIG WORDS

127

149

150

readministration

BIG WORDS

unmentionable

BIG WORDS

151

152

ridiculous

BIG WORDS

appreciate

BIG WORDS

establishment

BIG WORDS

sportfisherman

BIG WORDS

154

155

befittingly

BIG WORDS

calculating

BIG WORDS

worrisome

BIG WORDS

northwestward

BIG WORDS

157

158

timelessness

BIG WORDS

bicentennial

BIG WORDS

FINGER READING

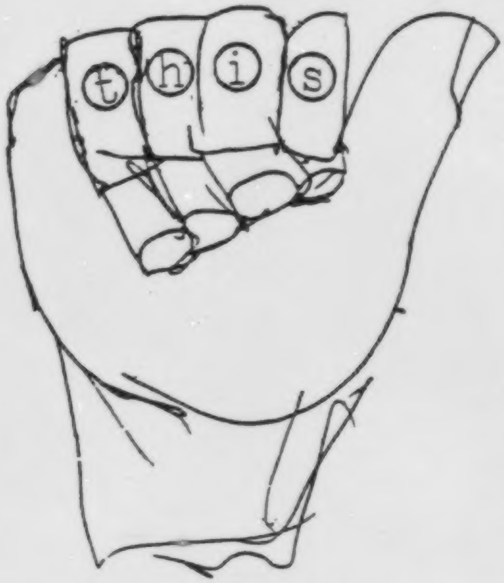
OBJECTIVE: Reading basic sight words

MATERIALS: round blank stickers
pencils or pens

ACTIVITY:

◐ Students write the word "this" using four stickers: ⓣ ⓗ ⓘ ⓢ

◑ Students place the stickers on the middle section of each of their fingers (using their non-writing hand).



◐ By raising certain fingers, students see how many words they can spell and read (without rearranging any stickers).

Example: ⓣ ⓗ ⓘ ⓢ → hi, this, is, his

◐ Students write the words down.

◐ Students try to combine the words into a complete sentence.

Example: Hi, this is his!

● Students repeat the procedure by choosing other four-letter words such as:

that
then
stop

snow
know
grow

read
tart
warm

Dictionaries should be available to look up unfamiliar words.

Variation: Older students may use up to eight fingers with both hands.

FINGER READING

this	that	then	stop	snow
know 161	grow	read	tart	warm 162

YARN LETTERS

OBJECTIVES: Forming letters
Recognizing and identifying letters

MATERIALS:
Yarn Letter Sheets
yarn or string
scissors
glue
string
paper punch

PREPARATION: Duplicate the yarn letter sheets. Cut each sheet in half. Distribute one letter at a time.

ACTIVITY:

- Students focus on the letter for a few seconds:

  "WHAT DO YOU SEE?"
  Point out both capital and lower case letters.

  "WHAT DOES IT LOOK LIKE?" (i.e., "A" might look like a swing set.)

- Students use their fingers to trace the letters several times, saying the letter each time.

- Students glue the yarn to the paper, forming the letter.

- Students use their fingers to trace over the yarn, saying the letter each time.

- When all letters are completed, students may sequence them. Pages may be punched and tied into a booklet.

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

I i

J j

K k

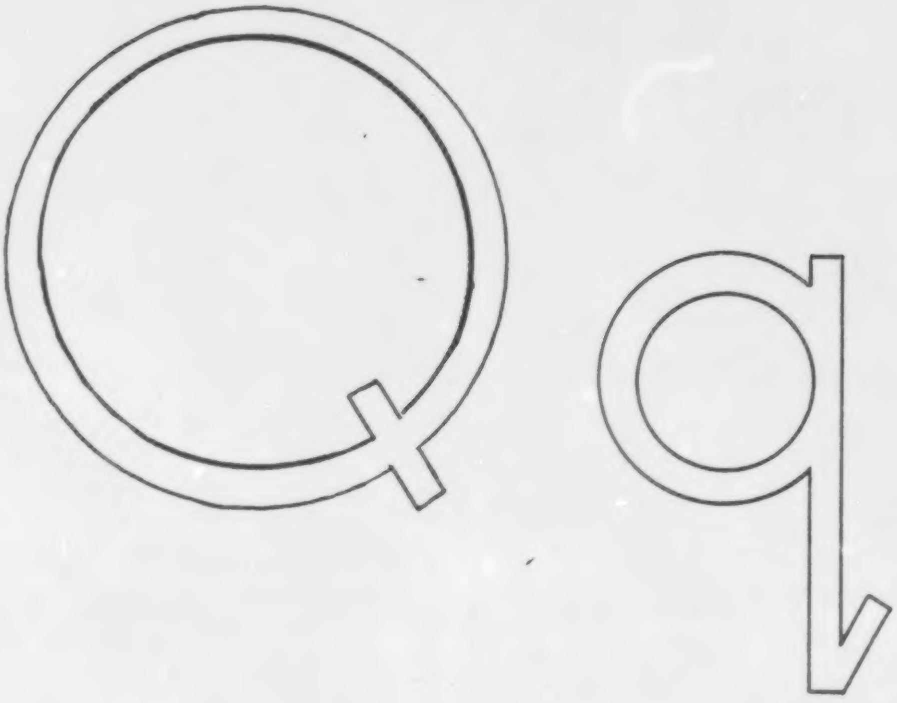
L l

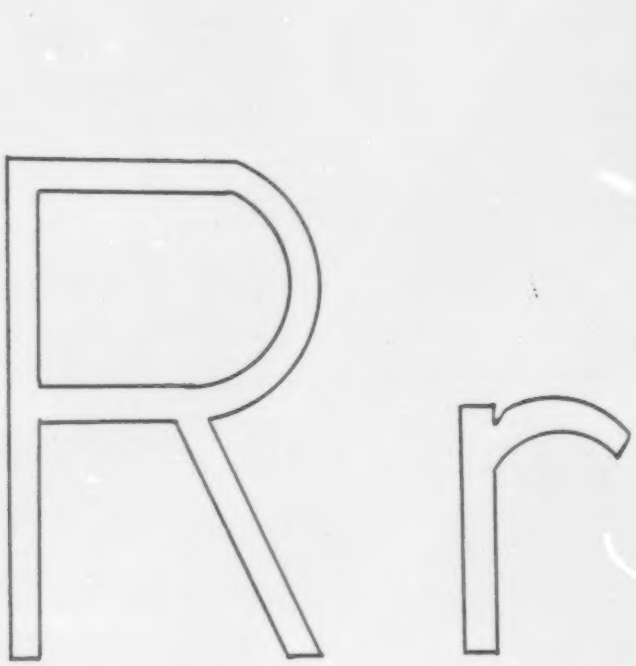
Mm

Nn

Oo

Pp





Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz

SINGING, SONGING, LEARNING

OBJECTIVE: Review vowels, sentence construction, rhyming words, antonymns, homonyms, and grammar

MATERIALS: copies of a song and worksheets (included)
record and transparency of song (if possible)

ACTIVITY:

◑ Close your eyes and listen to the words of the song.

◐ Open your eyes. Look at the words (transparency). Who can read the first line? second? Point out the words that might be difficult.

● Sing the song using body movements.

◐ Students complete the worksheets.

VARIATIONS:

Design worksheets for other songs used in the classroom.

THE BEAR WENT OVER THE MOUNTAIN

The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,
To see what he could see.

And what do you think he saw?
And what do you think he saw?

The other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Is all that he did see!

The bear went down the mountain,
The bear went down the mountain,
The bear went down the mountain.
Very happily.

"THE BEAR WENT OVER THE MOUNTAIN"

Worksheet

Add the missing vowels:

b_ _r
m_ _nt_ _n
_v_r
c_ _ld
th_nk
_th_r
s_d_

Unscramble these words

ryev______________

twen______________

rbae______________

wndo______________

trech_____________

amionutn____________________

kntih_______________

Write antonyms for these words:

over_________________

other side____________________

down____________________

happily____________________

Write homonyms for these words:

bear_____________

see____________

to______________   ______________

do______________

Circle all the nouns

the
bear
went
over

mountain
to
see
down

think
happily
other
side

"THE BEAR WENT OVER THE MOUNTAIN"

Fill in the blanks with other words:

The bear___________over the mountain.
The bear___________over the mountain.
The bear___________over the mountain.
The bear went___________the mountain.
The bear went___________the mountain.
The bear went___________the mountain.
The bear went over the______________.
The bear went over the______________.
The bear went over the______________.
The ____ ____ ____ the______________.

SIMON DOES......OPPOSITES

OBJECTIVES: Developing the concept of opposites

MATERIALS: none

ACTIVITY:

◐ Teacher introduces the game of "Simon Does". It is played like "Simon Says", except Simon does not talk. Simon simply "does".

◐ Simon (teacher) leads the students in imitating several motions nonverbally (i.e., opening and closing hands). When Simon's hands are open, so are the students'.

◐ Simon informs the students that the game will change. Everytime Simon makes a motion, the students will do the opposite with their bodies.

● Suggested motions for Simon:

hands open
stand up
right arm held out
left foot held out
hands in air
hands behind head
point up
mouth open
bend forward.

VARIATIONS:

Students do a series of opposite motions to a rhythm (tapped on a table or recorded).

OPPOSITE CARDS

OBJECTIVE: Match words with opposite meanings

MATERIALS: seven sheets of Opposite Cards (included)
scissors
glue
unlined paper

ACTIVITY:

◑Students are given one sheet of opposites.

◐Students and teacher read the words together.

◐Teacher reads a word and students read its opposite.

◑Teacher pantomimes a pair of opposites. Students guess the opposites. Student who guesses correctly gets to either pantomime another or choose someone else.

●Students cut apart opposite cards. Students are divided into small groups of two - four players and play "concentration" (cards are turned over and students try to find matching pairs of opposites).

◑Students glue each pair of opposites next to each other on the unlined paper.

OPPOSITE CARDS

white	black
North	South
East	West
laugh	cry
in	out
addition	subtraction
raw	cooked
then	now

OPPOSITE CARDS

rough	smooth
safe	dangerous
loud	quiet
deep	shallow
multiplication	division
better	worse
include	exclude
wild	tame

OPPOSITE CARDS

give	take
cheap	expensive
brave	cowardly
before	after
easy	hard
above	below
smile	frown
win	lose

OPPOSITE CARDS

day	night
cold	hot
short	tall
whisper	shout
low	high
add	subtract
stop	go
dead	alive

OPPOSITE CARDS

bad	good
thin	fat
big	little
up	down
on	off
happy	sad
night	day
lead	follow

OPPOSITE CARDS

ugly	pretty
far	near
entrance	exit
sharp	dull
full	empty
heavy	light
work	play
strong	weak

OPPOSITE CARDS

fat	skinny
proud	ashamed
different	alike
sweet	sour
ignore	notice
narrow	wide
here	there
sick	well

SEQUENCING PICTURES AND WORDS

OBJECTIVES: Matching pictures and sentences
Sequencing pictures and sentences

MATERIALS: Sequencing Pictures and Words Worksheets (included)
scissors
pencils
lined paper

PREPARATION:

Duplicate and distribute a Sequencing Pictures and Words Worksheet to each student.
Students cut the pictures and sentence cards apart.

ACTIVITY:

●Students put the pictures in order.

◐Students tell what they think is happening in the pictures.

●Students read the sentence cards and match them to the picture cards.

◑Students dramatize the story based on the pictures.

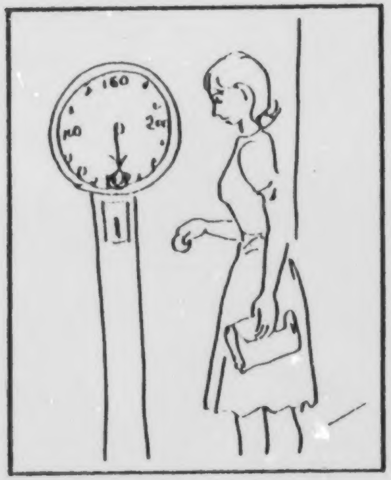
◐Students tell or write about their observations of the pictures.

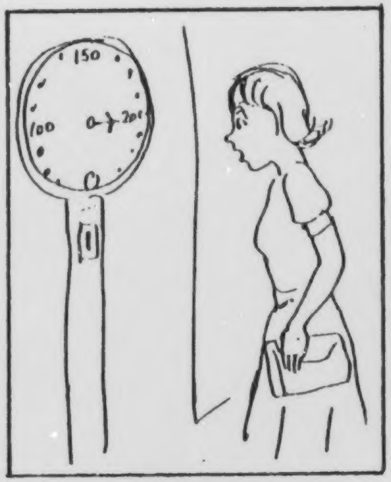
The boy is teasing Mrs. Wilson by putting his foot on the scale

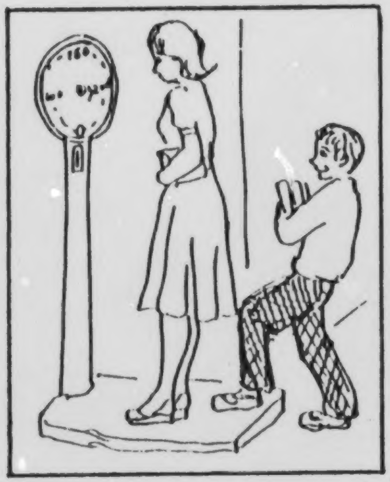
Mrs. Wilson is weighing herself.

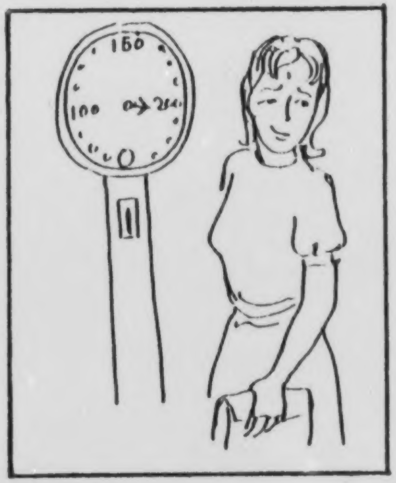
Mrs. Wilson has discovered why the scale shows she weighs so much

The scale shows that she weighs 200 pounds.









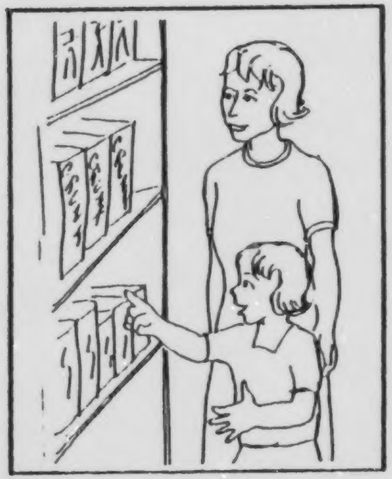
SEQUENCING PICTURES AND WORDS WORKSHEET

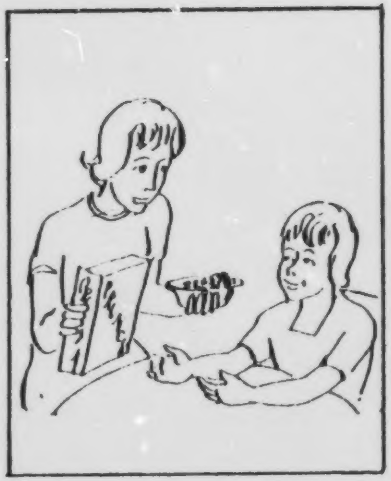
Tina's mom is serving her the cereal at home.

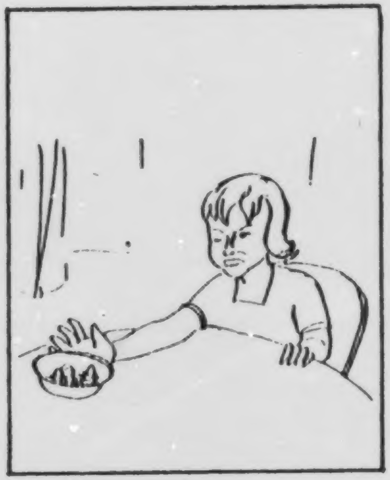
Tina's mother looks annoyed.

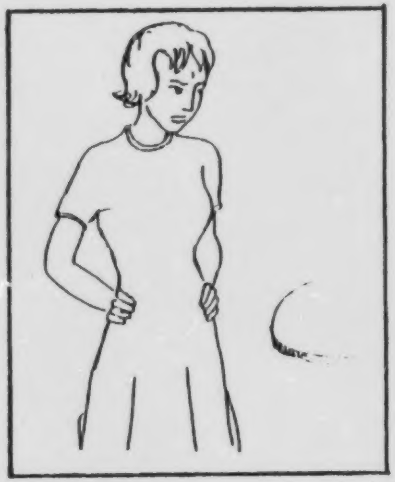
Tina is pointing to a new kind of cereal she wants to try.

Tina and her mom are shopping at a grocery store.









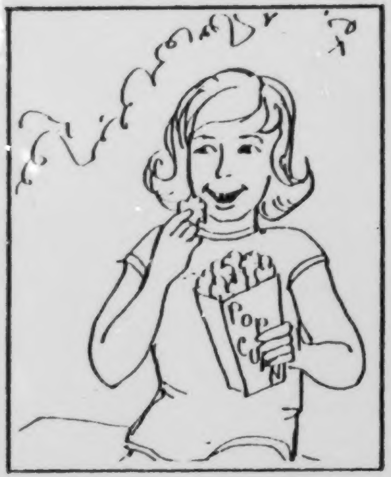
SEQUENCING PICTURES AND WORDS WORKSHEET

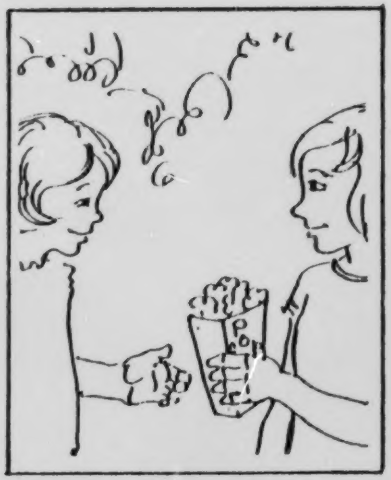
Becky is grabbing the popcorn with both hands.

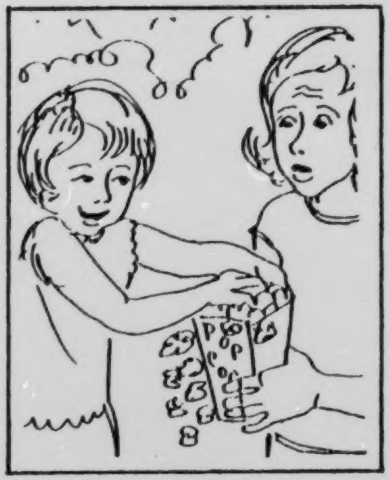
Marti offers some popcorn to Becky.

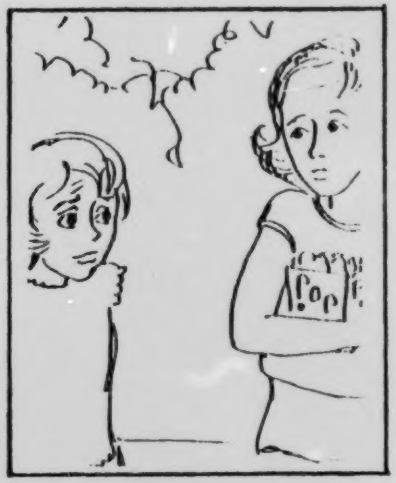
Marti is holding the popcorn box close to herself, away from Becky.

Marti is eating popcorn.









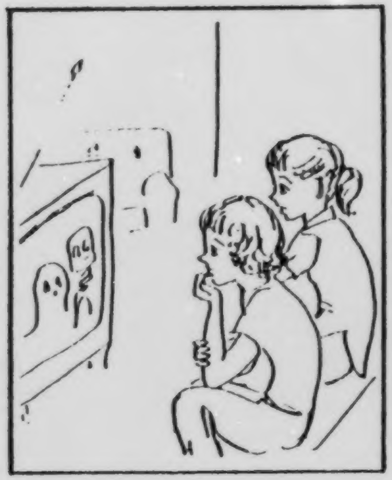
SEQUENCING PICTURES AND WORDS WORKSHEET

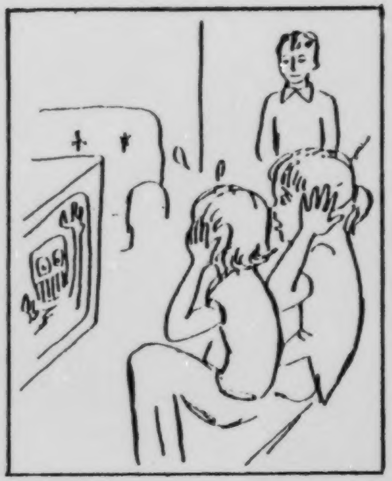
The girls ran and hid from Mike.

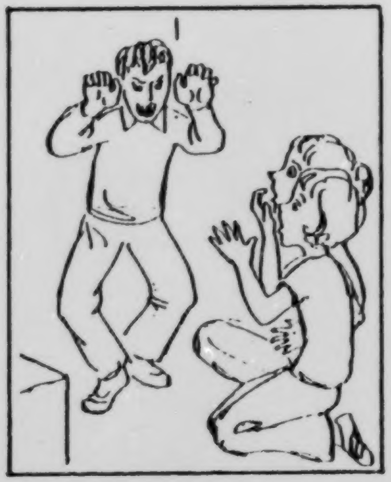
Mike came into the room.

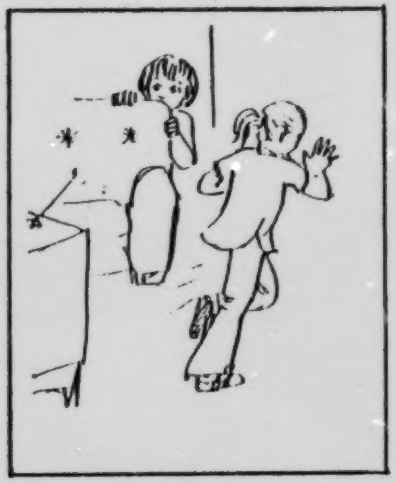
Mike screamed at the girls.

Sandy and Sally were watching T.V.









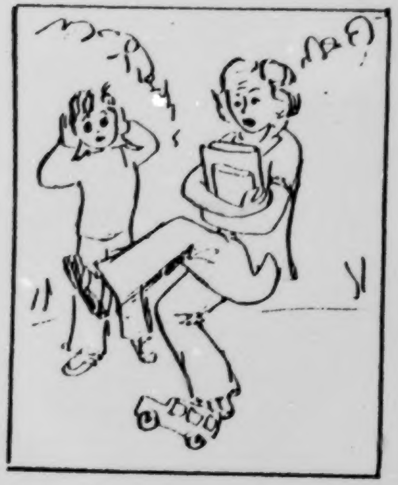
SEQUENCING PICTURES AND WORDS WORKSHEET

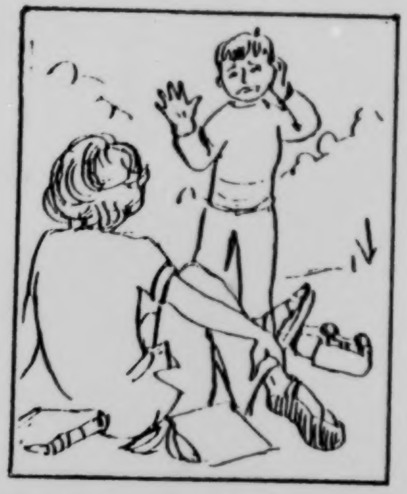
Sam apologized to Joan. "I'm awfully sorry," he said.

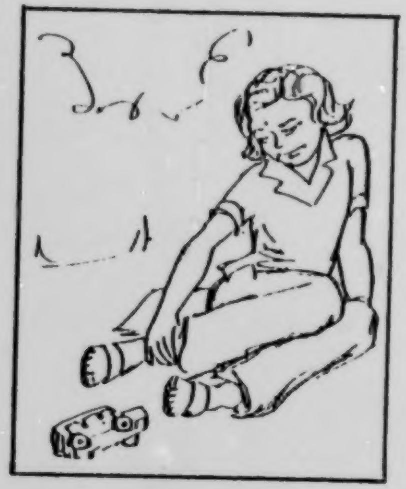
Joan scolded Sam.

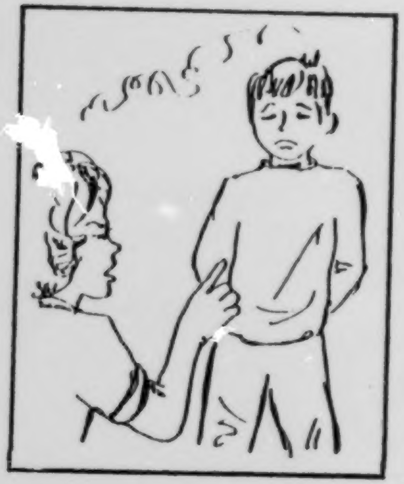
Joan's ankle hurt badly.

Joan was walking home from school and tripped over Sam's toy truck.









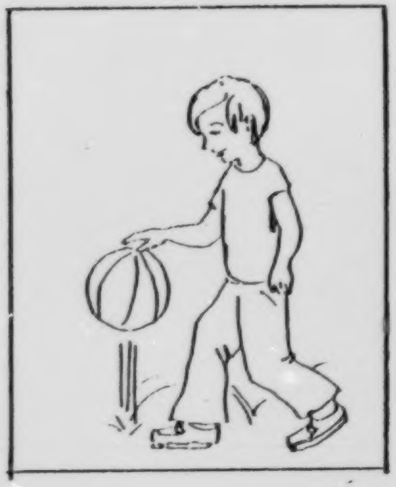
SEQUENCING PICTURES AND WORDS WORKSHEET

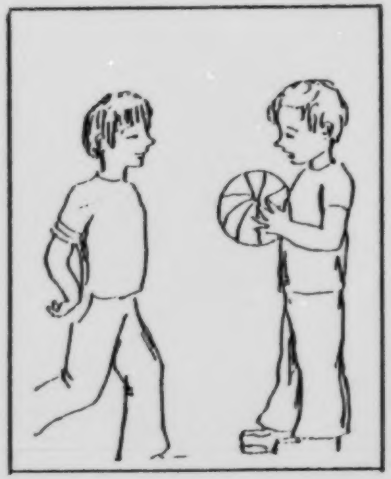
Mark held onto the ball.

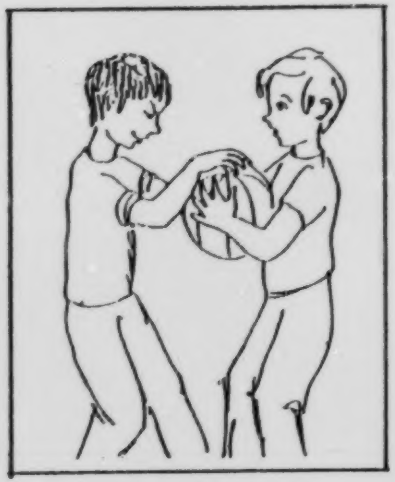
Along came Jeff.

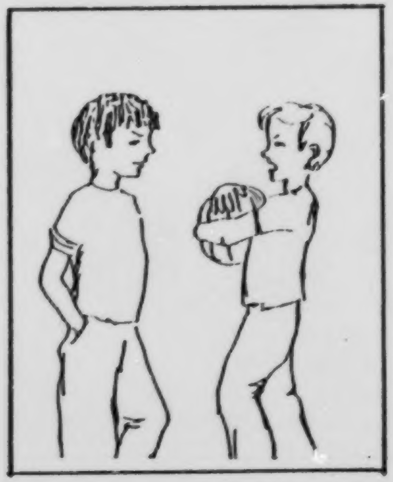
Mark was bouncing his basketball.

Jeff tried to grab the ball from Mark.









SEQUENCING PICTURES AND WORDS WORKSHEET

SIMON SAYS - PLAYGROUND

OBJECTIVE: Following oral directions

MATERIALS: available playground equipment

ACTIVITY:

◐ Take a small group of students (3 or 4) out to the playground (preferably when other students are not present).

● Have each student perform a Simon Says command such as:

run around the merry-go-round
stand on the third step of the slide ladder
sit on the middle swing

As soon as a command is completed, give students another command.

◐ At intervals, ask various students to verbalize what another student is doing. (i.e., "Heather is running around the merry-go-round.")

◐ Have the student performing the task verbalize what is being done.

◐ Have the student performing the task verbalize what has been done after the task is completed. Have other students verbalize what was done.

Increase the difficulty of the activity by increasing the number of commands, i.e., Simon Says run to the tree, then touch the white line, then stand in front of the ball.

HOW TO MAKE A PEANUT BUTTER AND JELLY SANDWICH

OBJECTIVE: Following written directions

MATERIALS: ingredients for a peanut butter and jelly sandwich (enough for four sandwiches):

- knife
- bread
- butter
- peanut butter
- jelly

lined tagboard
felt pens or crayons

ACTIVITY:

◐ Divide class into four groups.

◐ Each group writes directions on "How to Make a Peanut Butter Sandwich". Directions are written in large print on lined tagboard.

● Each group's directions are displayed and read to students who make the sandwiches step-by-step.

◐ After all four directions have been read, the class evaluates:

strength and weaknesses of each group's directions
ways each "sandwich-maker" interpreted the directions
final products (the sandwiches!)

◐ Discuss and list some qualities of good written directions.

SIMON DOES

OBJECTIVES: Understanding the relationships between animals and action verbs
Following oral directions

MATERIALS: none

ACTIVITY:

- "Do as I do" if the animal can make the movement.

  Example: ducks fly (imitate movement)
  ducks bark (make no movement)

- Begin:

  kangaroo jumps
  worm runs
  seal kicks
  crab turns over
  rooster swims
  bear swims
  eagle swims

  snake wiggles
  bird lays down
  cat walks (3 steps)
  lion sleeps
  bird roars
  snake runs
  housefly crawls

Have students take turns being leader making up directions.

HOW TO ....

OBJECTIVE: Follow directions, oral, written, or illustrated

MATERIALS: whatever a student might need to demonstrate how to do something

ACTIVITY:

◐ Students decide what they want to demonstrate to classmates.

Examples:

How to make a kite
How to fold a shirt, blouse, etc.
How to make orange juice
How to sweep a floor
How to make a paper snowflake
How to sharpen a pencil
How to tie shoes
How to draw a house, car, etc.
How to make friends

● Students prepare step-by-step directions. Students bring materials and select partners. All materials are given to a partner who will perform the demonstration. The students and their partners are separated by a divider so they cannot see each other.

● Students give directions one step at a time to their partners performing the demonstration. The partners must do exactly what the other student says without asking any questions.

◐ In a class discussion, evaluate the effectiveness of the oral directions and the accuracy with which they were followed. Repeat activity several times to practice giving and following directions.

VARIATION:

◐ Students tape the directions.

● Students write and illustrate the directions.

SILLY COLORING

OBJECTIVES: Following oral directions
Following written directions

MATERIALS: pencils and crayons
Silly Coloring directions sheets (included)
Silly Coloring picture sheets (included)

ACTIVITY:

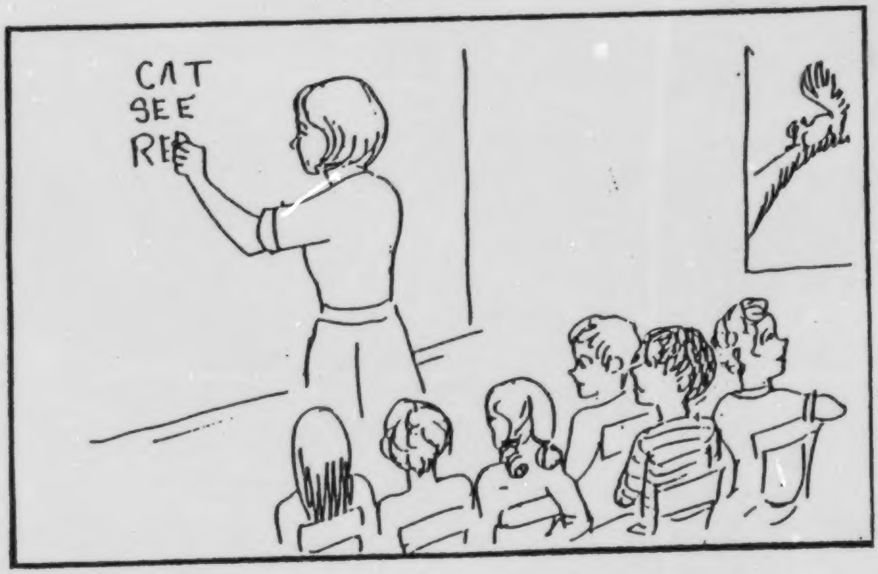
- Students color the pictures by following either written or oral directions.
- Students may tell or write several additional silly directions for each picture.

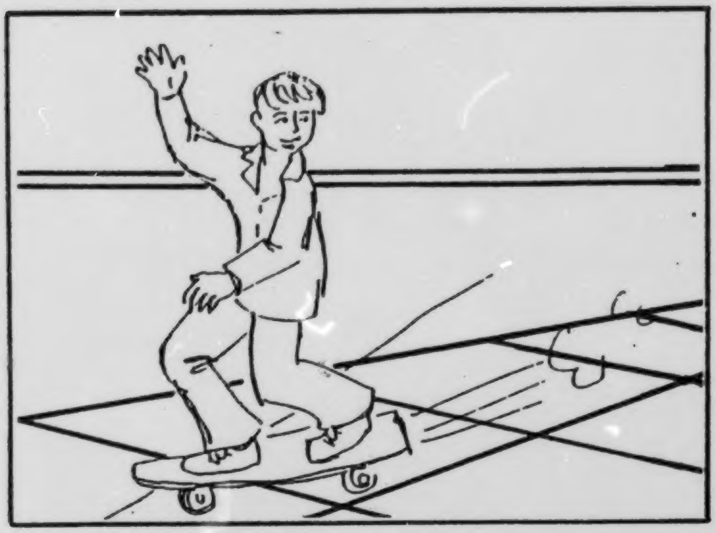
FOLLOW-UP:

Using pictures from workbooks, magazines, newspapers, etc., give students directions, orally or in writing, that are similar to those on the "Silly Coloring" directions sheets.

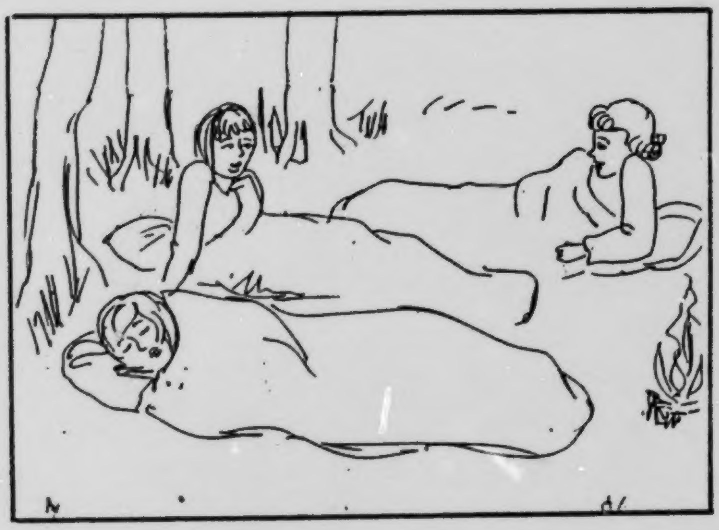
CRAZY CLASSROOM

1. Color the teacher's hair green.
2. Draw a black cat sitting on the teacher's head.
3. Write your name on the blackboard.
4. Color the teacher's arm purple.
5. Color the teacher's face orange.
6. Draw six blue birds flying around the blackboard.
7. Count the children by writing a number on each child's head.
8. Draw a spider crawling up one boy's back.

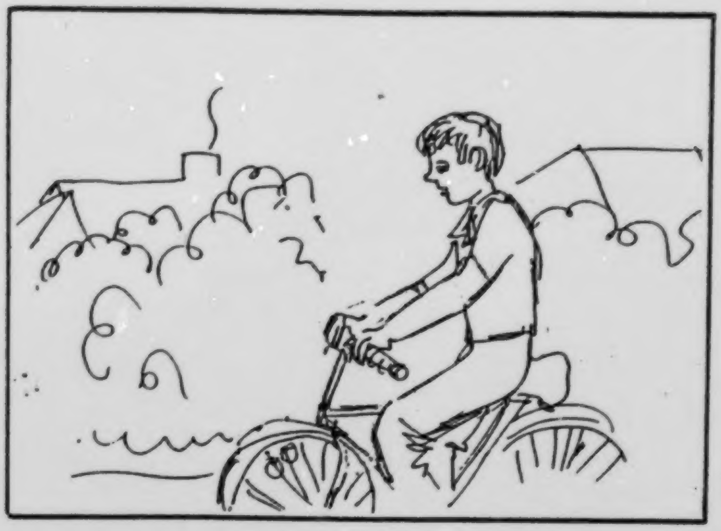




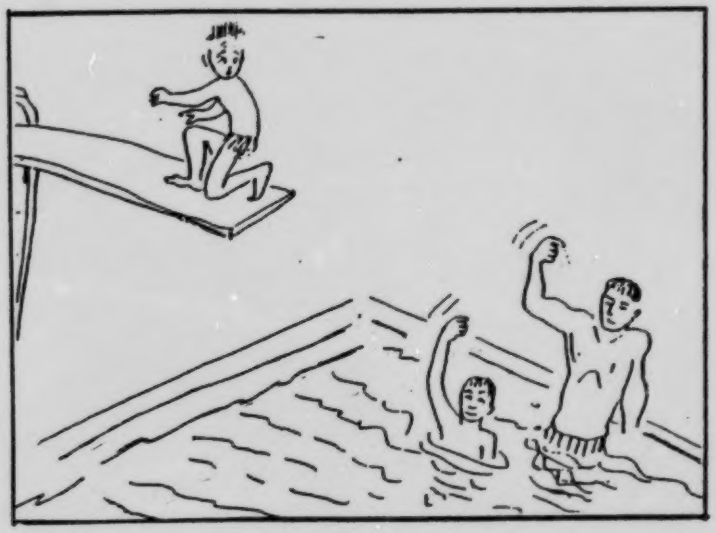
Draw green grass growing out of the boy's shirt.
Draw two orange wings on the skateboard.
Draw a purple grandmother jogging by.
Draw seven red snakes on the sidewalk.



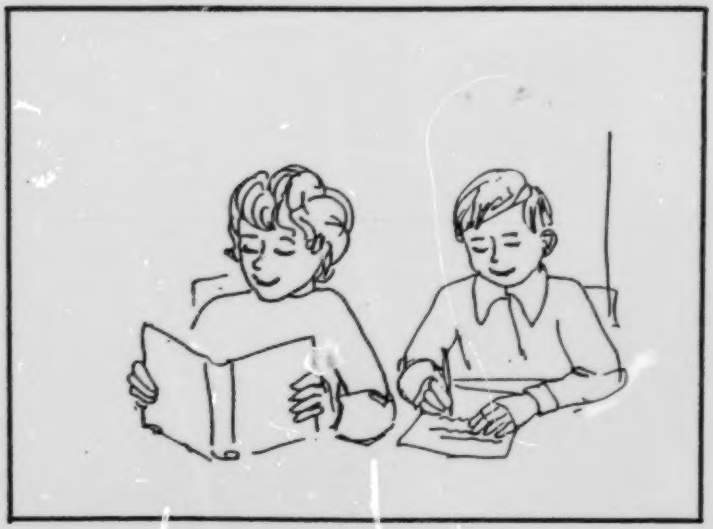
Draw a brown mustache on each girl.
Draw one red ant on each girl's sleeping bag.
Draw three purple hot dogs growing on each tree.
Draw eight blue raindrops falling from the sky.



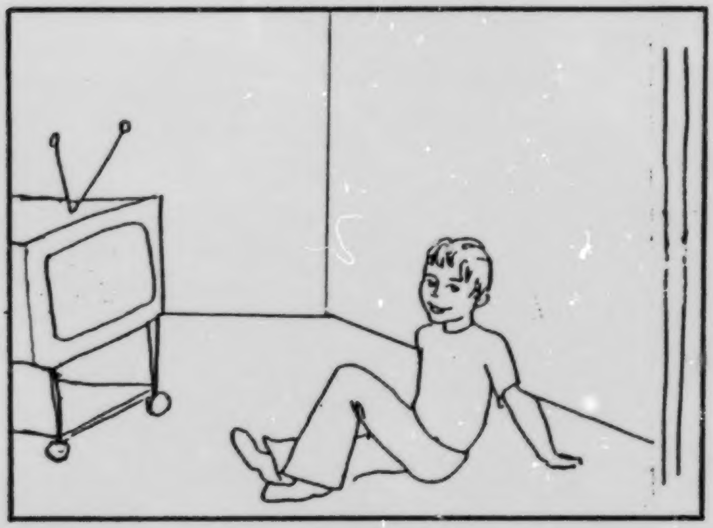
Draw green measles on the boy's face and arms.
Draw two black fangs coming out of the boy's mouth.
Draw a yellow flower on the bike seat.
Draw a red stop sign in front of the bike.



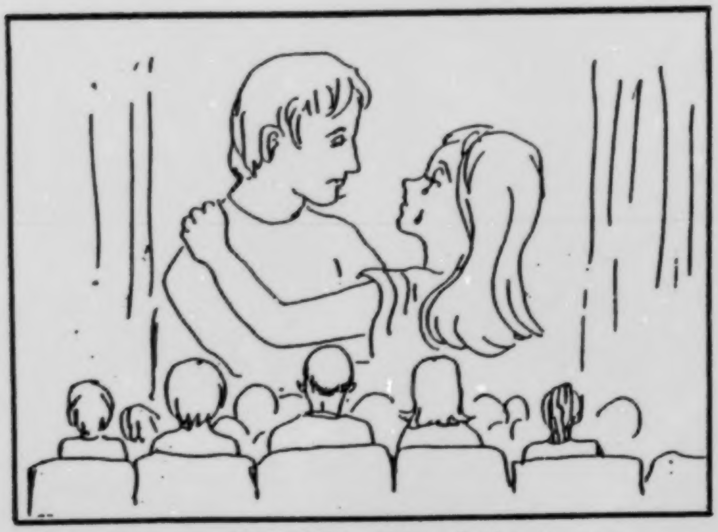
Draw a blue shark in the water.
Draw five red jellyfish in the water.
Draw a green crab on each boy in the pool.
Color the water a muddy brown.



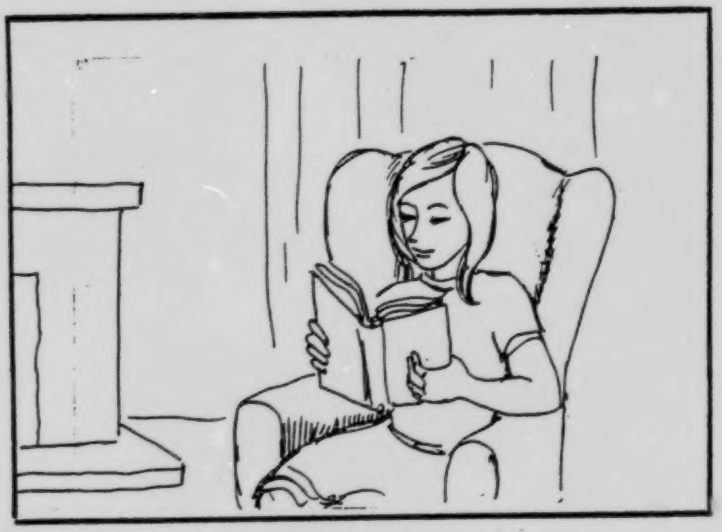
Draw a bow in the boy's hair.
Draw flames coming out of the book.
Draw a telephone on top of the girl's head.
Draw a cloud to the left of the girl.



Draw Popeye on the T.V. screen.
Draw five ants crawling on the floor.
Draw a hippopotamus sitting beside the boy.
Draw a window on the wall behind the boy.
Draw yourself looking through the window.



Draw a tree on the right side of the screen.
Draw a giraffe on the left side of the screen.
Draw five tears falling in the audience.
Draw a bird on the bald man's head.



Draw twelve polka dots on the chair.
Draw two frogs on the girl's head.
Draw an alligator lying on the book.
Draw flames coming out of the fireplace.

PICTURE SENTENCES AND STORIES

OBJECTIVE: Recognize sequences of words

MATERIALS: Picture Sentences (8 sheets included)
Picture Stories (10 sheets included)
Picture Sheets (2 sheets included)
envelopes
scissors
glue

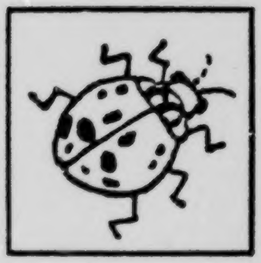
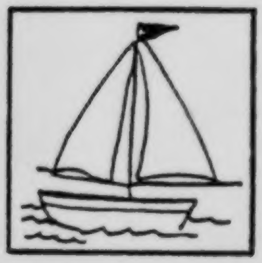
ACTIVITY:

In this activity, students choose pictures to place in sentences or stories to complete them.
Students focus on the picture sheets by playing "Twenty Questions". Distribute the picture sheets and give them twenty tries to guess the picture you are thinking of. Clues might be given such as, "I'm thinking of a picture that is made of wood." Students ask questions that can be answered with a "yes" or "no" answer.

◐ When students are familiar with the picture sheets, give them a Picture Sentence or Picture Story paper. Read the paper together, substituting a noise for each blank square.

◑ Students cut and paste pictures in the blank squares.

◐ Students read their finished papers to each other and to the teacher.

A  went for a ride in a  .

PICTURE SENTENCE
WORKSHEET

The ☐ walked on the ☐.

The ☐ walked on the ☐.

The ☐ walked on the ☐.

The ☐ walked on the ☐.

The ☐ walked on the ☐.

PICTURE SENTENCE
WORKSHEET

The ☐ jumped over the ☐.

The ☐ jumped over the ☐.

The ☐ jumped over the ☐.

The ☐ jumped over the ☐.

The ☐ jumped over the ☐.

PICTURE SENTENCE
WORKSHEET

The ☐ flew under ☐ .

The ☐ flew under ☐ .

The ☐ flew under ☐ .

The ☐ flew under ☐ .

The ☐ flew under ☐ .

PICTURE SENTENCE
WORKSHEET

The ☐ ran around the ☐ .

The ☐ ran around the ☐ .

The ☐ ran around the ☐ .

The ☐ ran around the ☐ .

The ☐ ran around the ☐ .

PICTURE SENTENCE
WORKSHEET

The ☐ hopped through the ☐.

The ☐ hopped through the ☐.

The ☐ hopped through the ☐.

The ☐ hopped through the ☐.

The ☐ hopped through the ☐.

PICTURE SENTENCE WORKSHEET

The ☐ jumped on the ☐.

The ☐ jumped over the ☐.

The ☐ jumped under the ☐.

The ☐ jumped around the ☐.

The ☐ jumped through the ☐.

PICTURE SENTENCE WORKSHEET

The ☐ walked through a ☐.

The ☐ jumped on a ☐.

The ☐ flew around a ☐.

The ☐ ran under a ☐.

The ☐ hopped over a ☐.

PICTURE SENTENCE WORKSHEET

What is that ☐ doing?

Where is that ☐ going?

Why is that ☐ running?

Who is in that ☐ ?

When is that ☐ coming?

PICTURE SENTENCE WORKSHEET

I have a ☐.

I had a ☐.

I've got a ☐.

Inside my ☐.

PICTURE SENTENCE WORKSHEET

A big

Sat on a

Watching a

Turn into a .

The ☐ carries a great big ☐.

He never packs it with ☐.

It has no ☐ and it has no ☐.

But he takes it wherever he goes.

PICTURE SENTENCE WORKSHEET

Me, myself and I.

We went to the ☐ and ate a ☐.

Then my mother came in

And chased us out with a ☐.

PICTURE STORY WORKSHEET

I eat my ☐ with ☐,

I've done it all my life,

They do taste kind of funny,

But it keeps them on the ☐.

PICTURE STORY WORKSHEET

PICTURE STORY WORKSHEET

A ☐ and a ☐ went for a ride in a ☐.

They had such a good time looking at a ☐ that

they missed a turn and found themselves in a ☐.

PICTURE STORY WORKSHEET

A ☐ went for a ride in a ☐. He drove over a ☐, around a ☐, and under a ☐. He hit a bump and fell into a ☐.

A went for a ride in a . Soon he saw a and asked him to come along. Together they drove over a , around a , and under a . They had such a good time

PICTURE STORY WORKSHEET

looking at a that they missed a turn and

found themselves in a . So they went home

and started all over again, only this time ....

PICTURE STORY WORKSHEET

My father owns the ☐.

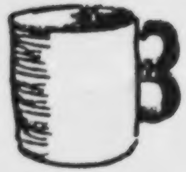
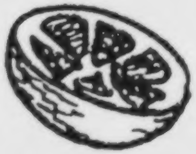
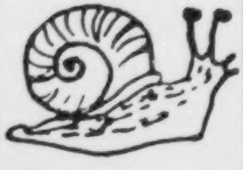
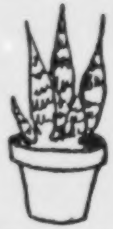
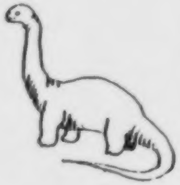
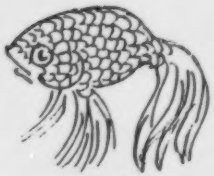
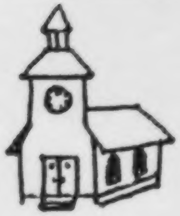
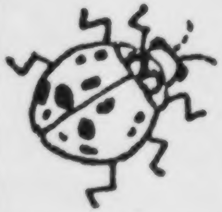
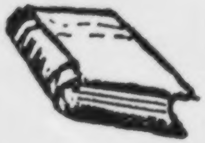
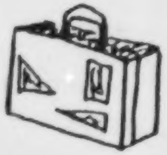
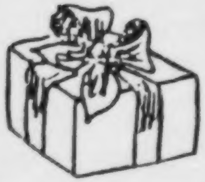
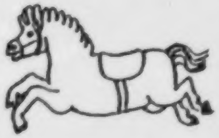
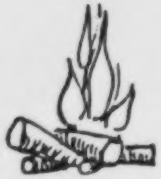
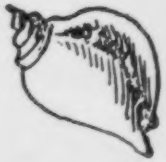
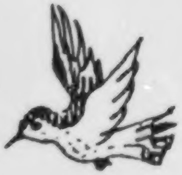
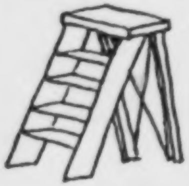
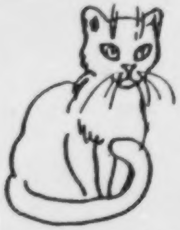
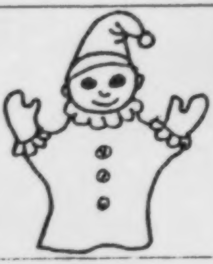
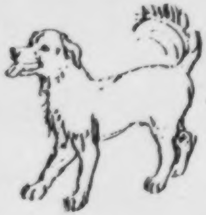
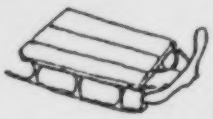
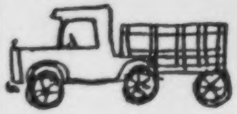
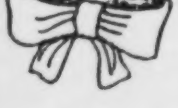
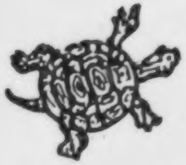
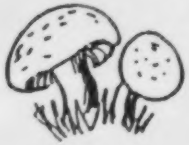
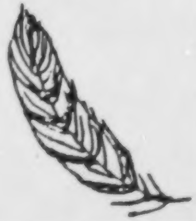
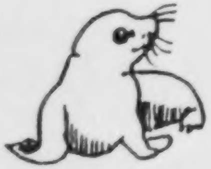
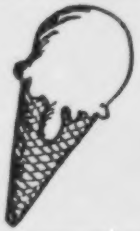
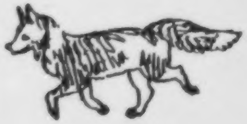
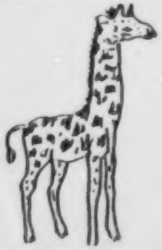
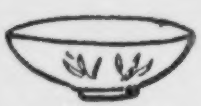
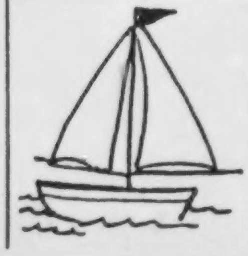
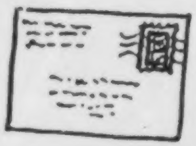
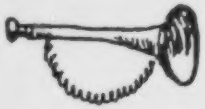
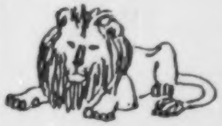
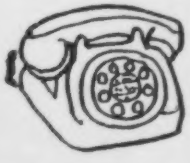
My mother cuts the ☐.

And I'm the little ☐.

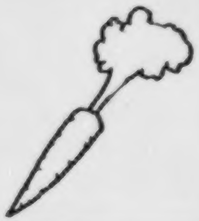
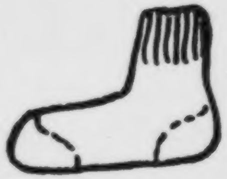
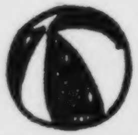
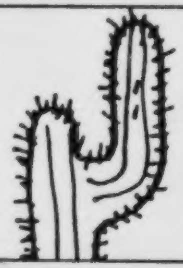
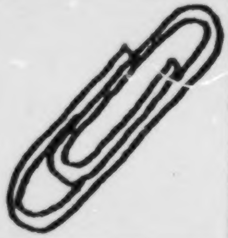
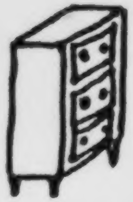
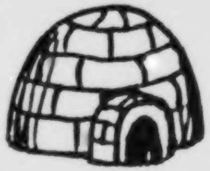
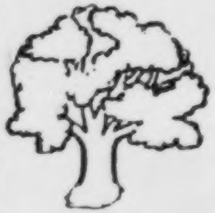
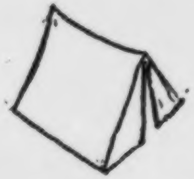
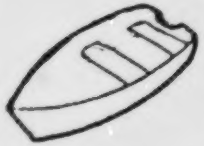
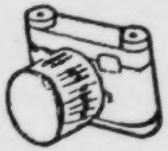
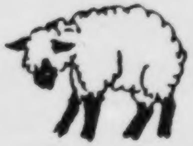
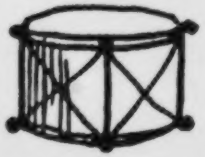
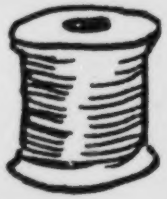
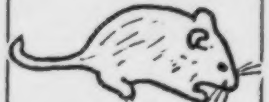
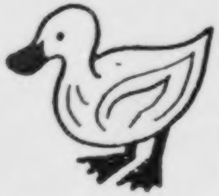
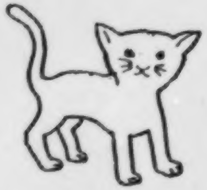
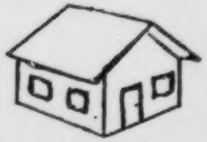
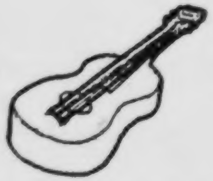
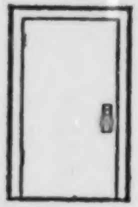
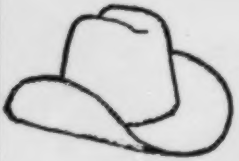
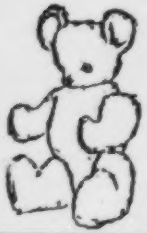
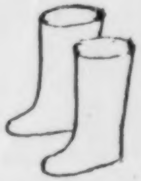
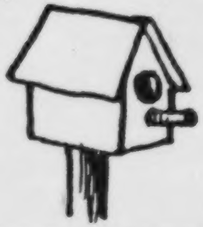
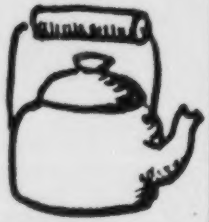
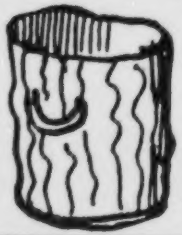
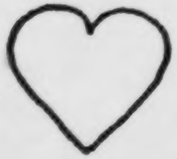
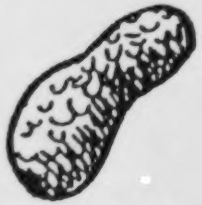
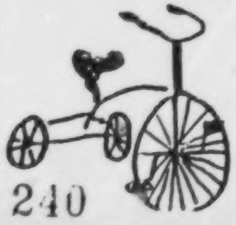
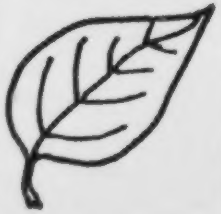
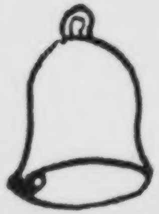
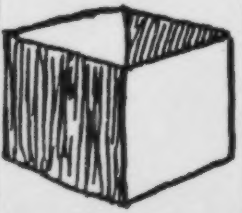
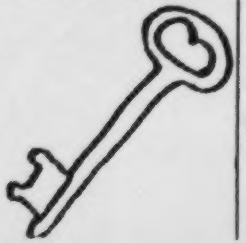
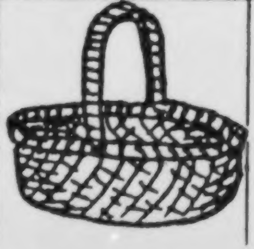
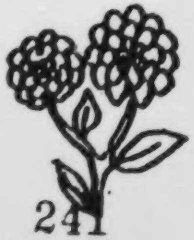
That runs around the ☐.

PICTURE STORY WORKSHEET

PICTURE STORY WORKSHEET

PICTURE STORY WORKSHEET

JUMP ROPE JINGLES

OBJECTIVES: Develop oral reading through rhythm and repetition
Develop memory for verbal sequential information

MATERIALS: jump ropes
Jump Rope Jingles (included)

ACTIVITY:

Duplicate several jingles for students.

Students take jingles and jump rope outside.

Students jump rope while the group reads the jingles.

Have students write their own jingles.

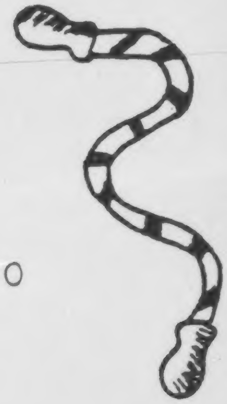
Jingles can be written to help students retain various types of information, i.e., counting by twos, threes, fives, or tens, learning times tables, remembering spelling of words, memorizing factual information, etc.

THE CLOCK

The clock stands still
While the hands go around;
One o'clock, two o'clock...

DOWN IN THE MEADOW

Down in the meadow where the
   green grass grows--
There stands Mabel, as pretty
   as a rose.
Along came her boyfriend, and
   kissed her on the nose.
How many kisses did she receive?
One, two, three, etc.

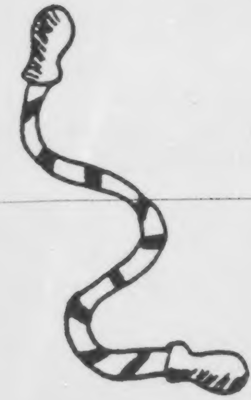


BLUEBELLS, COCKLESHELLS

Bluebells, cockleshells, evy-ivy-o
My mommy works,
Daddy cuts the meat,
I'm the little meanie who lives across the street.
How many miles do I go?
Five, ten, fifteen, twenty...

HOW MANY

Grace, Grace, dressed in lace,
Went upstairs to powder her face.
How many boxes of powder did she use?
One, two, three. . . . . .

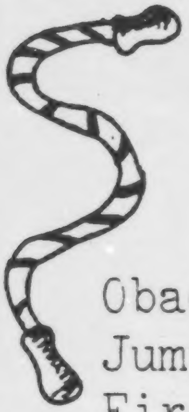


HELLO SIR, GOOD-BY SIR

"Hello, hello, hello, sir.
Meet me at the grocer."
"No, sir." "Why, sir?"
"Because I have a cold, sir."
"Where did you get a cold, sir?"
"At the North Pole, sir."
"What were you doing there, sir?"
"Catching polar bears, sir."
"How many did you catch, sir?"
"One, sir; two, sir; three, sir;
four, sir; five, sir; six, sir;
seven, sir; eight, sir; nine,
sir; ten, sir."
"Good-by, good-by, good-by, sir!
See you next July, sir."

LITTLE DUTCH GIRL

I am a little Dutch Girl
Dressed in blue;
And these are the things
I like to do:
Salute to the Captain,
Bow to the Queen,
And turn my back
To the submarine.



OBADIAH

Obadiah
Jumped in the fire.
Fire was so hot, jumped in a pot.
Pot was so little, he jumped in a kettle.
Kettle was so black, he jumped in a crack.
The crack was so high, he jumped to the sky.
Sky was so blue, he jumped in the canoe.
The canoe was so hard, he jumped in the lard.
The lard was so soft, he jumped in the loft.
The loft was so rotten, he fell in the cotton.
The cotton was so white he took off his shoes and
Stayed all night.

TEDDY BEAR

Teddy bear, teddy bear, turn around;
Teddy bear, teddy bear, touch the ground;
Teddy bear, teddy bear, show your shoe;
Teddy bear, teddy bear, show what you can do;
Teddy bear, teddy bear, go upstairs;
Teddy bear, teddy bear, say your prayers;
Teddy bear, teddy bear, turn off the light;
Teddy bear, teddy bear, say good-night.

Jump Rope Jingles
Bibliography

Worstell, Emma Vietar. Jump The Rope Jingles. New York: Macmillan Publishing Company, 1961.

Withers, Carl. A Treasury of Games. New York: Grosset and Dunlap. pp 96-100.

HOPSCOTCH SINGING

OBJECTIVES: Reinforce reading through music and movement

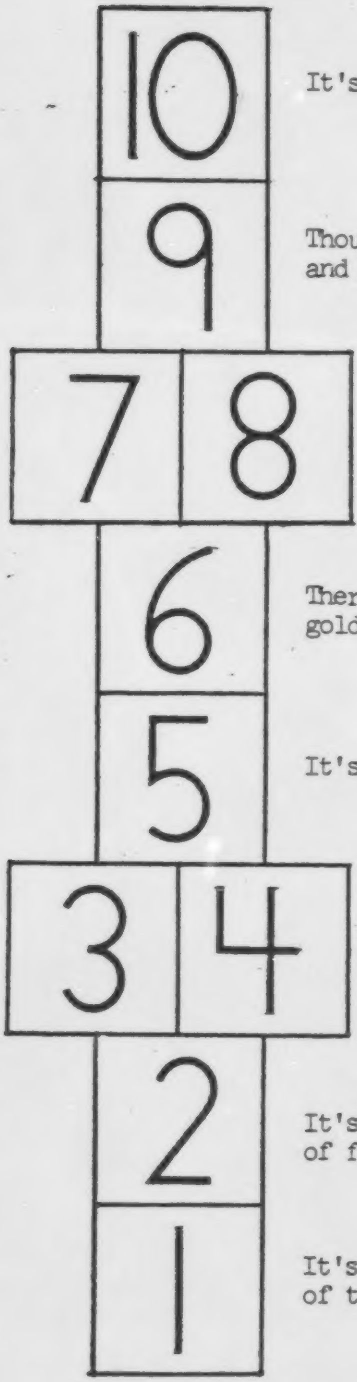
MATERIALS: Hopscotch Songs (8 included)
hopscotch diagram on playground

ACTIVITY:

◑A group of students take several Hopscotch Song Sheets to the playground.

●Students read and sing the songs as students take turns playing hopscotch As each phrase of a song is sung, students hop to new squares

IT'S A SMALL WORLD



It's a small world after all.

Though the mountains divide
and the oceans are wide

And a smile means friendship
to ev'ry one

There is just one moon and one
golden sun

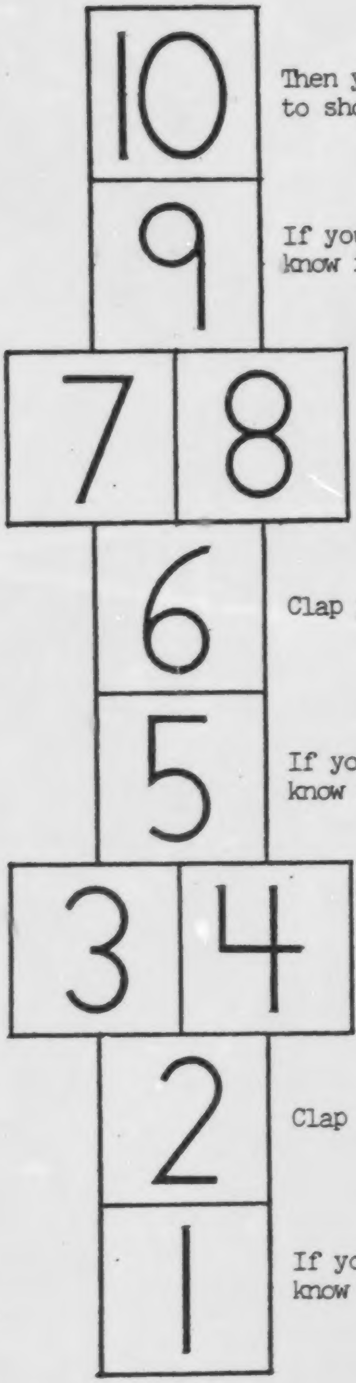
It's a small world after all.

There's so much that we share
that it's time we're aware

It's a world of hopes and a world
of fears

It's a world of laughter, a world
of tears

IF YOU'RE HAPPY



Then you really ought
to show it.

If you're happy and you
know it,

(clap, clap).

Clap your hands

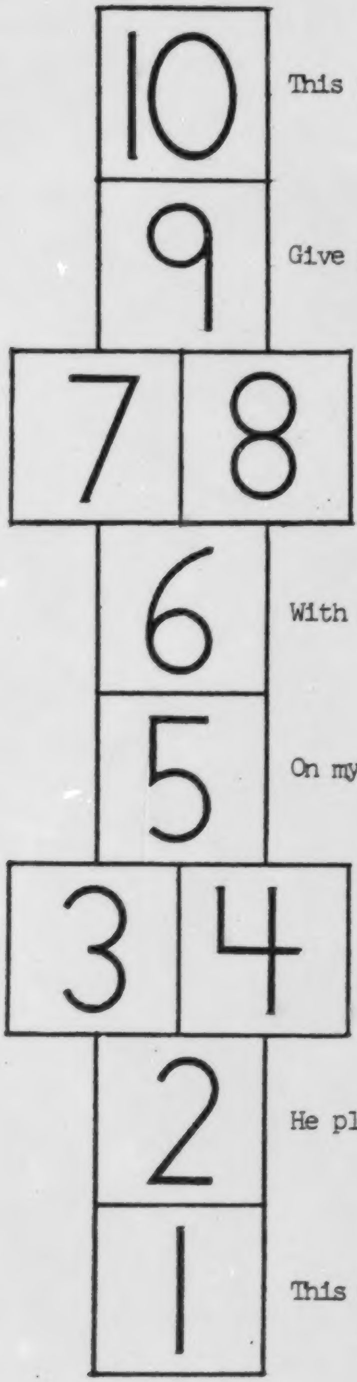
If you're happy and you
know it,

(clap, clap).

Clap your hands

If you're happy and you
know it,

THIS OLD MAN



This Old Man came rolling home.

Give your dog a bone

Paddy wack

With a knick knack

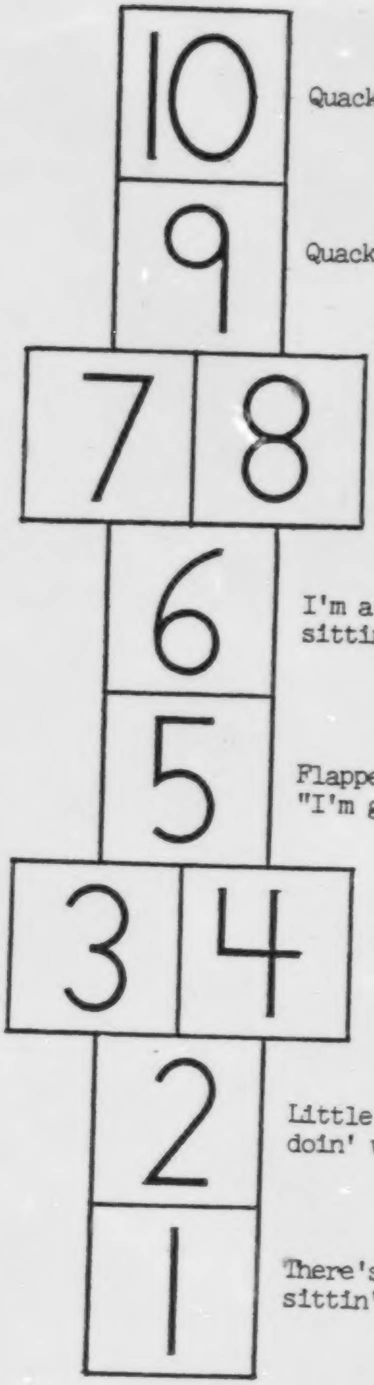
On my thumb,

He played knick knack

He played one

This Old Man

LITTLE WHITE DUCK



Quack.

Quack,

Quack,

I'm a little white duck,
sittin' in the water,

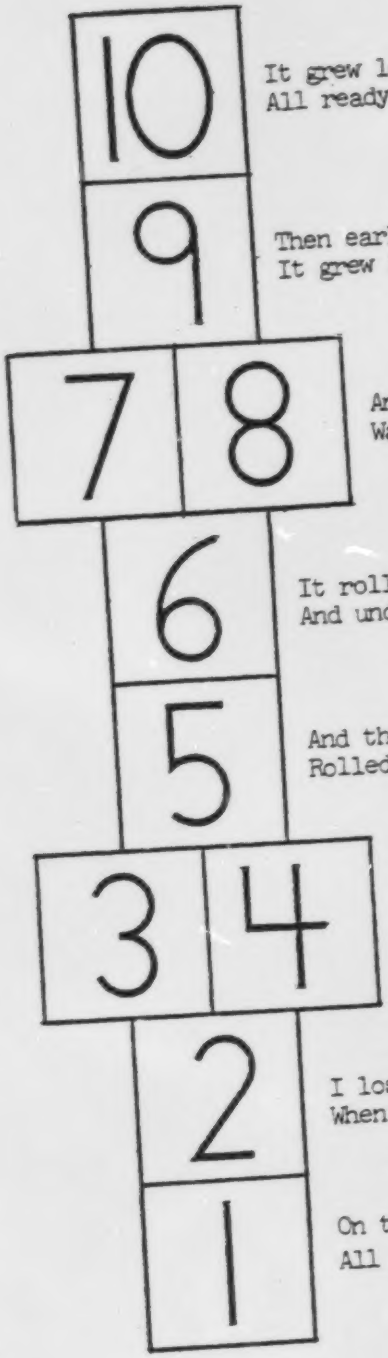
Flapped his wings and he said,
"I'm glad

He took a bite of a lily pad,

Little white duck,
doin' what he oughter

There's a little white duck,
sittin' in the water,

ON TOP OF SPAGHETTI



It grew lovely meatballs
All ready for me.

Then early next summer
It grew into a tree.

And then my poor meatball
Was nothing but mush.

It rolled in the garden
And under a bush

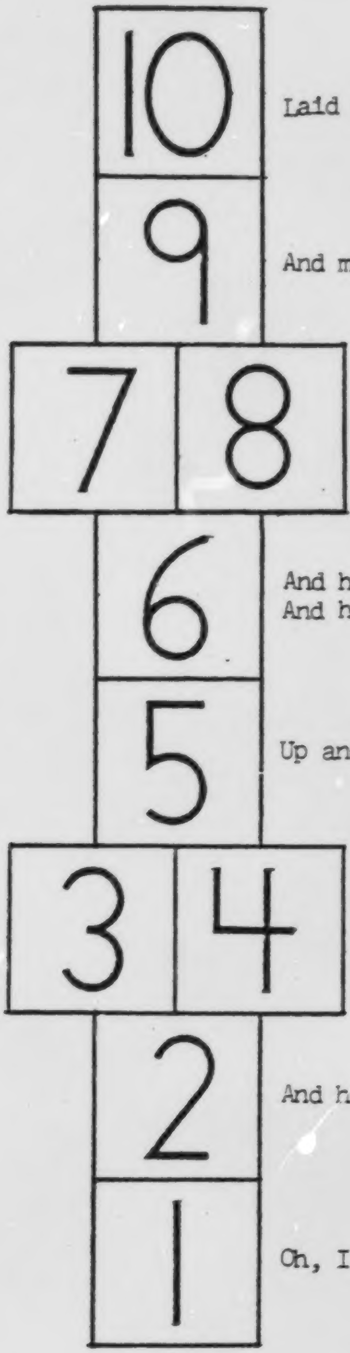
And then my poor meatball
Rolled out of the door.

It rolled off the table
And onto the floor

I lost my poor meatball
When somebody sneezed.

On top of spaghetti
All covered with cheese

OH, I HAD A SILLY CHICKEN



Laid a hard-boiled egg.

And my poor little chicken

And he giggled
All the day,

And he giggled
And he giggled

Up and down his leg,

So I poured hot water

And he wouldn't lay an egg,

Oh, I had a silly chicken

FRIENDLY LETTERS

OBJECTIVES: Understand the format of a friendly letter
Strengthen reading comprehension using letters

MATERIALS: copy of a friendly letter (included)
pencil
crayons

ACTIVITY:

The following are activities to be done using a copy of a friendly letter:

◑ Draw outlines around each part of the letter (i.e., salutation, each paragraph, the closing).

◐ Sign the letter in the correct place.

◐ Answer follow-up questions for each letter.

◐ Number each paragraph.

◐ Underline important words in each sentence (i.e., Next Saturday is my birthday.).

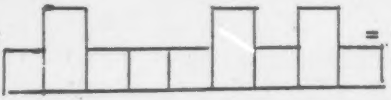
◐ Read the letter.

◑ Color in each outline of the letter.

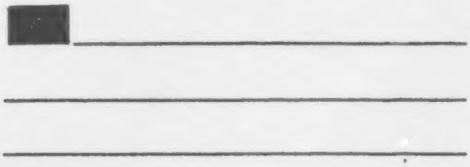
● Visualize and discuss the images presented in each sentence and/or paragraphs.

◑ Act out or pantomime the images in the letter.

Choose a word in the letter to draw using configuration clues. Students guess the word.

Example:  = chocolate

● Discuss the indenting of words in each paragraph. Fill in the space before each indented line.



Dear Uncle Bob,

How did you know I love to draw? I like the drawing and painting set you gave me very much. Maybe I'll be a famous artist someday and you'll be buying my pictures!

Mom and Dad want to thank you, too. We enjoyed having you over for Christmas dinner. Have a Happy New Year.

Thanks again,

DEAR UNCLE BOB (FOLLOW UP)

1. Is this a story, letter, or poem?________________

2. To whom is this letter written?______________________________

3. How many paragraphs are in this letter?_________________________

4. How many sentences are in the:

   first paragraph? ________________

   second paragraph?__________________

   whole letter?___________________

5. Uncle Bob gave a_____________________and ____________________set

   as a __________________________present.

6. The writer of this letter loves to______________________.

7. This letter was probably written in the months of______________________

   or______________________________.

8. At the end, it wishes Uncle Bob a____________________________

   ____________________ ____________________.

9. If the writer becomes a famous artist some day, what might Uncle Bob

   be doing?____

Dear Kim,

Next Saturday is my birthday. Mom and Dad are letting me have a party from one to five o'clock.

We're having chocolate cake and punch. We'll play lots of games. Please come. You'll have a great time.

Your friend,

"DEAR KIM" LETTER
(Follow-Up)

1. Is this a story, poem, or letter?________________________
2. To whom is this letter written?______________________
3. How many paragraphs are in the letter?________________
4. How many sentences are in the first paragraph?________________

    in the second paragraph?__________________

    in the whole letter?_________________
5. What day of the week will the party be?__________________________
6. Kim is being invited to a________________________________
7. What time will the party start?__________________
8. What time will the party end?____________________
9. How many hours will the party last?________________
10. What will be served as refreshments?____________________________

    ____
11. What will they play at the party?___________________________

Dear Aunt Alice,

Happy Valentine's Day! I wanted to write you to tell you how much I love you. You remember me all through the year and do many nice things for me. May the sweetest day of the year belong to you.

Love,

Dear Mom and Dad,

I'm sure enjoying camp this summer. I've make some new friends and we all like our counselor, "Big Mac".

Yesterday, Bill and Jeff went swimming in the lake. We caught a frog, but it got away.

Wait till you see the wood carving I'm doing in craft class. I hope to finish it by the time you come next week.

Everything is going well. I miss you. See you soon.

Love,

Dear Mr. & Mrs. Jones,

I want to thank you for the wonderful time I had at your house. Your party was exciting! The punch you served was the best I ever tasted! Please let my mother know the recipe.

All of us kids had a fun time swimming in your pool. I especially liked the slide.

Thanks for such a great party.

Sincerely,

RIDDLE CARDS

OBJECTIVES: Stimulating reading through riddles
Forming mental images of words

MATERIALS: Riddle Card Sheets (8 included)
paper cutter
envelopes (to store cards)

PREPARATION:

Duplicate the Riddle Cards. Cut them apart, collate, place in envelopes and distribute to students.

ACTIVITY:

◑ Students spread out the cards faceup.

◐ Students read a riddle.

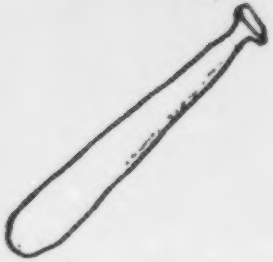
◑ Students make a mental picture of what they think it is.

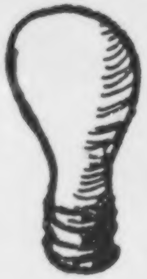
● Students find a Picture Card that matches the riddle.

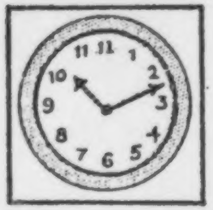
● On blank cards, students may make up their own riddles and draw appropriate pictures.

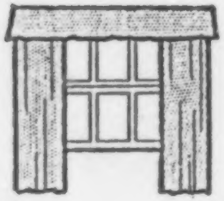
Several riddle resources:

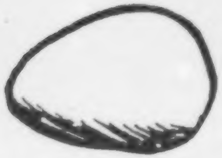
Pierce, Robert and Cano, Robin. Riddles. Boston: Houghton Mifflin Co., 1973.
Schwartz, Alvin. Tom Foolery Trickery and Foolery With Words. Philadelphia: J.B. Lippincott Co., 1973. pp 45-53.
Carlson, Bernice Wells. Funny-Bone Dramatics. Tennesee: Abingdon Press, 1974.

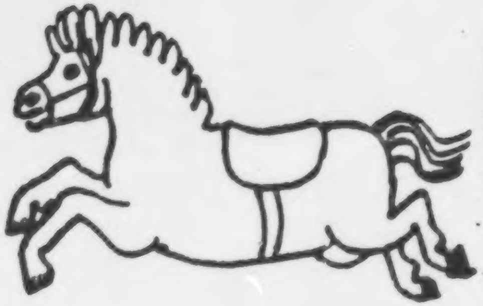




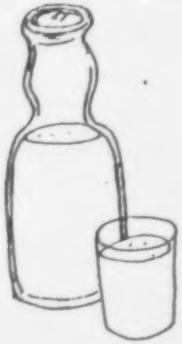


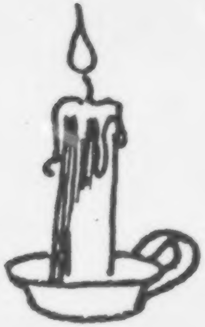


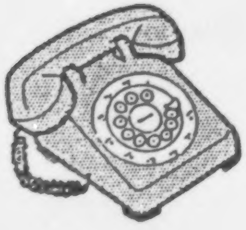




RIDDLE CARDS - 1







RIDDLE CARDS - 1A

I have two hands.
I have numbers from 1 to 12.
I measure time.

I am made of glass.
I use electricity.
I light up a room.

I am long and wooden.
I am used in a game.
I am used to hit a ball.

I run very fast.
I am big.
I eat hay and wear a saddle.

I break easily.
I am white and oval shaped.
I have a yolk.

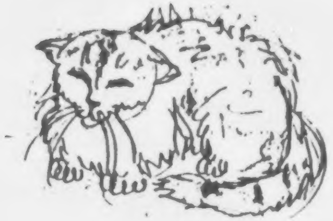
I am part of a house.
I am made of glass.
You can see through me.

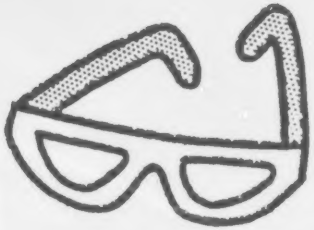
I have numbers on me.
I make a ringing noise.
People talk into me.

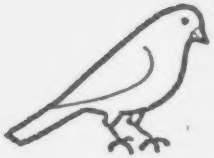
I get very hot.
I melt.
I am made of wax.

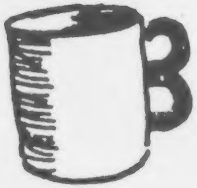
I am good to drink.
I am white.
I rhyme with silk.

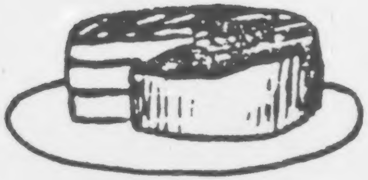
RIDDLE CARDS - 2

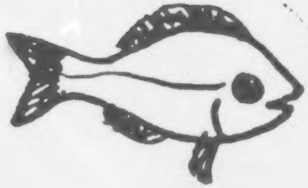


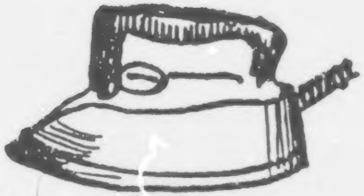


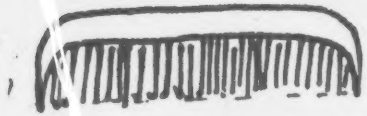


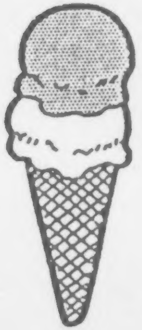












RIDDLE CARDS - 2A

I gather twigs and string.
I weave them together to make a home.
I keep eggs in it.

I am worn on a face.
I have a frame.
I help people to see.

I am very soft.
I have sharp claws and drink milk.
I chase mice.

I am brightly colored.
I swim all the time.
I live in the water.

I am a dessert.
I am eaten on a special day.
Sometimes I have candles on me.

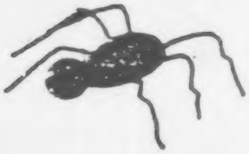
I am a container.
I am used to hold liquids.
People drink from me.

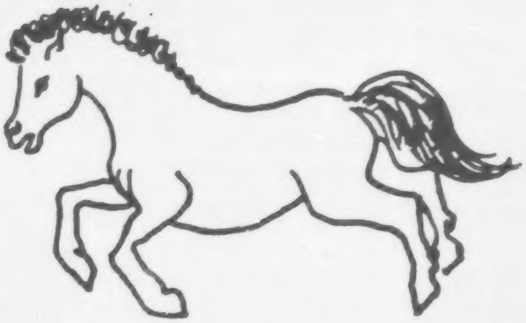
I am very cold.
I come in different flavors.
People like to eat me.

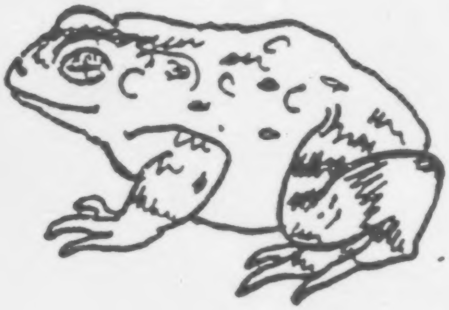
I have lots of teeth, but no mouth.
I am of no use to a bald man.
I help make people look neat.

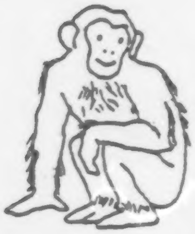
I get very hot.
I give off steam.
I am used to press clothes.

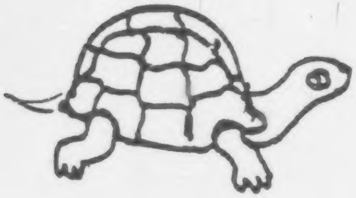
RIDDLE CARDS - 3

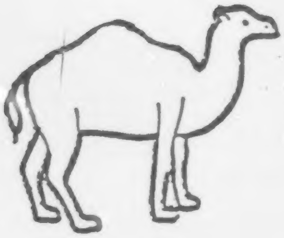


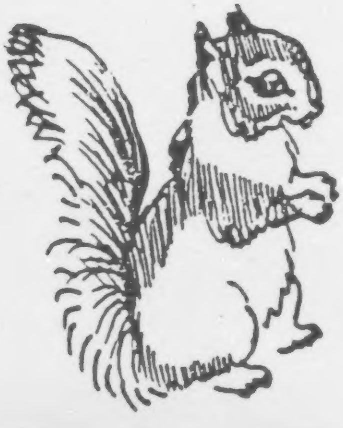


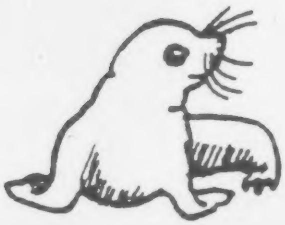












I trot and gallop.
I nudge people when I want sugar.

I'm an animal in Charlotte's Web.
I have eight legs.
I weave webs to catch food.

I run with my hands touching the ground.
I scratch myself.
I play tricks and hang by my tail.

I jump with my long back legs.
Sometimes I rest on a stone and catch flies to eat.
I'm an animal like Kermit.

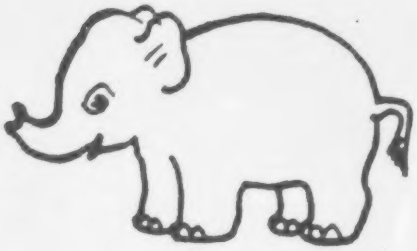
My head swings when I walk.
I kneel down to rest.
I have a humpback.

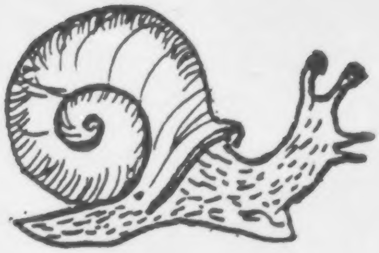
I walk slowly under my shell.
When I'm scared, I pull my head into my shell.

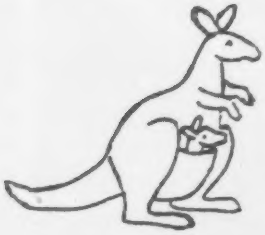
I have a long, heavy tail that drags.
I catch fish in my mouth.
Sometimes I lie on my back and flap my flippers.

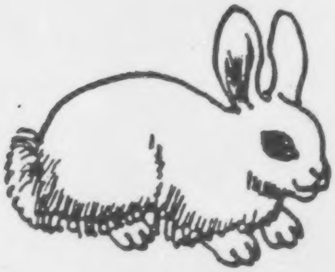
I run very fast and stop quickly.
I scamper up trees.
I gather nuts and hold them in my paws when I sit up to eat.

RIDDLE CARDS - 4









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RIDDLE CARDS - 4A

I look like a stone.
I live in a shell.
My house moves with me.
I travel very slowly.

I have big, floppy ears.
I am huge
I have a trunk.

I am small.
My coat is made of fur.
I have long ears
I hop, hop, hop.

I have a big, strong tail.
I can jump very high.
I carry my baby in a pouch.

RIDDLE READER

OBJECTIVES: Stimulating reading through riddles
Forming mental images of words
Expressing mental images through drawing

MATERIALS: Riddle Reader (7 sheets included)
scissors
glue

PREPARATION:

Duplicate the Riddle Reader (6 pages) and the answer sheet.
Collate and staple the Riddle Reader together.
Distribute the Reader to students.

ACTIVITY:

◐ Students read the Riddle Reader.

● Students form a mental image of the riddle and try to guess the answer.

◐ Students write their answer inside the dotted line box.

◑ Students act out or pantomime the riddles.

● Students are given a copy of the answer sheet. They read it, cut apart the answers, match them to the appropriate riddle, and glue them to the Riddle Reader. If students have written a similar answer, they need not glue the answer over it.

What dog keeps the best time?

— — — — — — — — — —

— — — — — — — — — —

What did the big firecracker say to the little firecracker?

— — — — — — — — — —

— — — — — — — — — —

What becomes wetter and wetter the more you dry?

_ _ _ _ _ _ _ _ _ _

_ _ _ _ _ _ _ _ _ _

Why did the little strawberry cry?

_ _ _ _ _ _ _ _ _ _

_ _ _ _ _ _ _ _ _ _

Why did the elephant sit on the marshmallow?

__ __ __ __ __ __ __ __ __ __

__ __ __ __ __ __ __ __ __ __

Why do birds fly south?

__ __ __ __ __ __ __ __ __ __

__ __ __ __ __ __ __ __ __ __

What did the dog say when he sat on the sandpaper?

_ _ _ _ _ _ _ _ _ _

_ _ _ _ _ _ _ _ _ _

What is the proper food to serve at a Fourth of July party?

_ _ _ _ _ _ _ _ _ _

_ _ _ _ _ _ _ _ _ _

Why did the little boy throw the clock out the window?

— — — — — — — — — —

— — — — — — — — — —

What kind of a dog has no tail?

— — — — — — — — — —

— — — — — — — — — —

RIDDLE READER - 6

What's the difference between a dime and a dollar?

_ _ _ _ _ _ _ _ _ _

_ _ _ _ _ _ _ _ _ _

What is gray, has 4 legs, big ears, and a trunk?

_ _ _ _ _ _ _ _ _ _

_ _ _ _ _ _ _ _ _ _

RIDDLE READER - 7
(Answers)

A towel

He didn't want to fall into the hot chocolate.

Ruff, ruff

He wanted to see time fly.

A mouse going on vaction

Crackers and pop

A watch dog

Hot dog

It's too far to walk.

90¢

It was in a jam.

My pop is bigger than your pop.

TONGUE TWISTERS

OBJECTIVES: Reinforce reading clues through repetition
Express visualizations through drawing

MATERIALS: Tongue Twister sheets (included)
Write Your Own Tongue Twister (included)
pencils
crayons

ACTIVITY:

●Students listen to tongue twister being read and follow along on their papers.

●Students read the twister several times and clap a rhythm.

●Students sing the twister using a simple melody.

●As the twister is being read, several students play instruments when the repeated sound is heard (i.e., "Sissy - Sassy". Every time an "s" sound is heard, the students shake a tambourine or rub sandpaper blocks, etc.).

◑Students color all the repeated letters a certain color.

◐Students count the repeated letters in each twister.

◑Students illustrate the twister on the space provided.

TONGUE TWISTER - 1

Old, oily Ollie oils oily autos.

TONGUE TWISTER - 2

How much wood would a woodchuck chuck if a woodchuck could chuck wood?

While trying to whistle
Christopher Twistle
twisted his tongue

TONGUE TWISTER - 4

Three gray geese in the green grass grazing.
Gray were the geese and green was the grazing.

TONGUE TWISTER - 5

She sells sea shells
Down by the sea-side shore
The shells she sells
Are seashore shells
Of that I am sure.

TONGUE TWISTER - 6

A tooter who tooted the flute
Tried to tutor two tutors to toot.
Said the two to the tutor,
"Is it easier to toot or
To tutor two tutors to toot?"

TONGUE TWISTER - 7

I thought a thought.
But the thought I thought wasn't the
thought I thought I thought.
If the thought I thought I thought
had been the thought I thought,
I wouldn't have thought so much.

TONGUE TWISTER - 8

Theophilus Thistle
The unsuccessful thistle sifter
Thrust three thousand thistles
Through the thick of his thumb!

TONGUE TWISTER - 9

The skunk sat on a stump and thunk
the stump stunk.
But the stump thunk the skunk stunk.

TONGUE TWISTER - 10

Round and round the rugged rock the ragged rascal ran.

TONGUE TWISTER - 11

Betty Butter bought a bit of bitter butter
A bit of bitter butter Betty Butter bought.
If Betty Butter bought a bit of better butter
Where's the bit of better butter Betty Butter bought?

TONGUE TWISTER - 12

A big black bug bit a big black bear.

WRITE YOUR OWN TONGUE TWISTER

Andy Anderson ate all Amy's apples.

A ____________________

B ____________________

C ____________________

D ____________________

E ____________________

F ____________________

G ____________________

H ____________________

I ____________________

J ____________________

K ____________________

L ____________________

TONGUE TWISTER - 13

M____

N____

O____

P____

Q____

R____

S____

T____

U____

V____

W____

X____

Y____

Z____

TELL AND DRAW STORIES

OBJECTIVES: Developing imagery through prose
Reinforcing memory of details
Associating visual spatial elements with items in a story
Sequencing events in a story

MATERIALS: chalk/chalkboard
A Tell and Draw Story:
"Dave the Caveman" (included)
"The Tale of a Black Cat" (included)
Additional stories may be found in:
Tell and Draw Stories
More Tell and Draw Stories
Lots More Tell and Draw Stories
by Margaret Jean Oldfield,
Arts and Crafts Unlimited
P.O. Box 572
Minneapolis, Minn. 55440

ACTIVITY:

In Tell and Draw Stories, each main element of the story is represented by a line drawn by the story teller. These lines form a picture of something when the story is complete.

● Choose a story to tell and draw from the above list. Practice telling it several times.

● Tell and draw the story in front of students on a chalkboard.

FOLLOW-UP:

◐ Students identify what each line of the drawing represented in the story.

Example: WHAT DID THE CAT'S EYES STAND FOR?
Answer: the windows

● Student retells the same story and traces the drawing.

● Student retells the same story and redraws the picture.

● Students dramatize the story.

● Student tells and draws a different story.

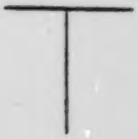
● Student makes up an original Tell and Draw Story.

TALE OF A BLACK CAT

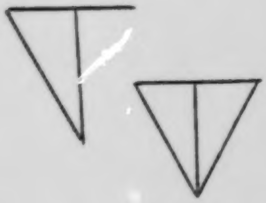
(Anonymous)

CHALKBOARD STORY

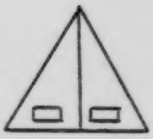
Once there was a little boy named Tommy; and there's a T that stands for Tommy.



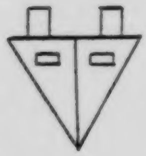
Tommy's house was not a very good one. So he built a new wall on this side of it. And then he built a new wall on that side of it. You can see now that he had two nice rooms in his house, though not very large.



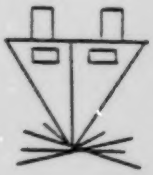
Next he put in windows to look out of—one in this room—and one in that room.



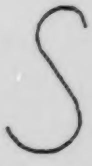
Then he made a tall chimney on this side of his house. And then he made a tall chimney on the other side of his house.



After that he started some grass beside his door, like this.

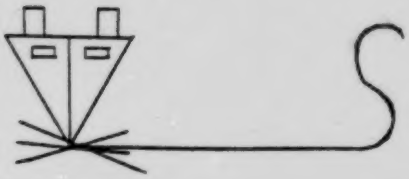


Not very far away from Tommy's house lived a little girl name Sally; and there's an S that stands for Sally.



Tale of a Black Cat

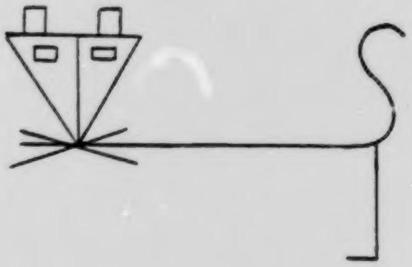
When Tommy had finished his house he thought he would like to go and tell Sally what he had been doing, so he came out of his door and walked along, this way, over to where she lived.



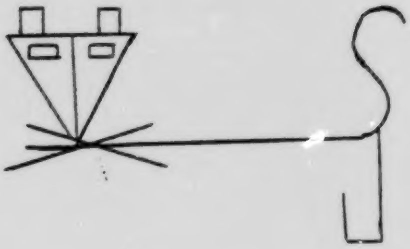
Sally was glad to see him, and he went into the kitchen and sat down and explained to her how he had built two new walls to house and put in windows and made two tall chimneys, and how he had started the grass in front of his door.

"And now, Sally," said he. "I want you to come over and see how well I've fixed things."

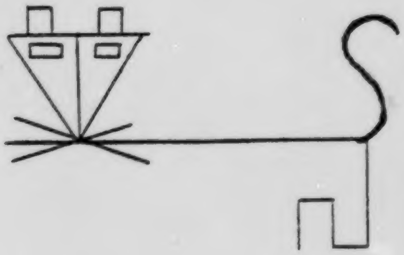
"I'll put on my bonnet and go right back with you," said Sally; but when she was ready to start, she said, "We might go down cellar first and get some apples to eat on the way."



So they went down cellar like this.



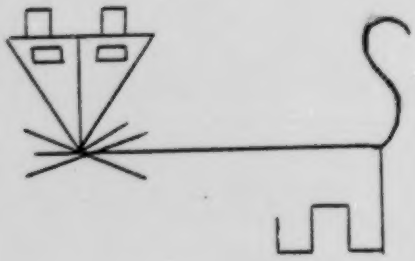
They got some apples, and then they came up outdoors by the hatchway, like this.



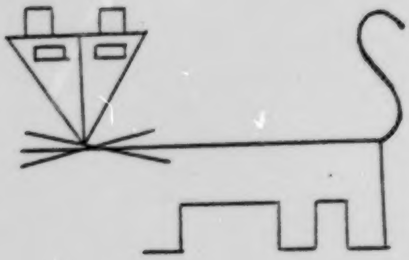
Now they started for Tommy's house, but the walking was bad, and they had gone only a few steps when they tumbled down, like this. (over a rock)

Tale of a Black Cat

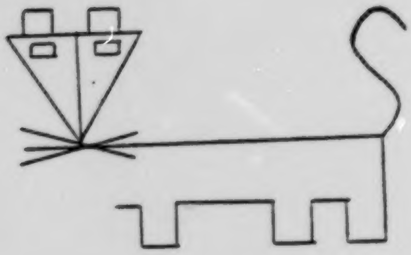
However, they were quickly up, like this.



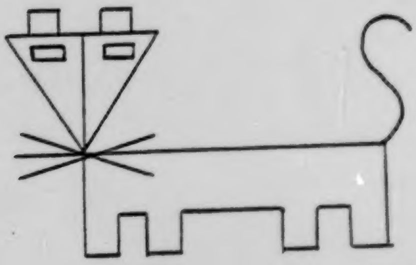
And they walked along until they were nearly to Tommy's house when they tumbled down again, like this.
(into a ditch)



And they were no sooner up on their feet, like this, than they tumbled down once more, like this.
(into a mud puddle)

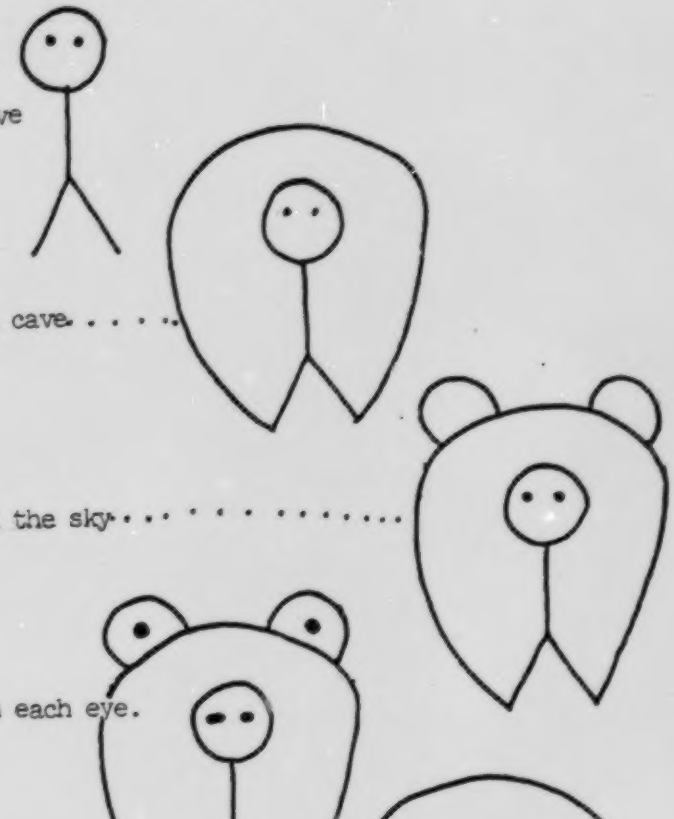


But they were nearly to Tommy's house now, and they got up and were going into the yard straight toward the door, like this, when Sally pointed toward the doorstep and cried out." O-o-o-o-o-oh! See that big Black Cat!"



DAVE IN A CAVE

by Tammy Rollins and Steve Kunze



A long time ago a man named Dave

Decided he wanted to live in a cave. . . . .

One day two clouds appeared in the sky. . . . .

Rain started falling a drop in each eye.

After the rain, out popped a rainbow. . . . .

Refusing to melt, lay two drifts of snow.
When out of nowhere, came Dave's dog, Bo!

POETRY ACTIVITIES

OBJECTIVES: Understand the format of a poem
Strengthen reading comprehension

MATERIALS: poem duplicated on 8 1/2" x 11" paper (poems typed in large print are included in the "Reading" and "Social Studies" Books)
pencils
crayons

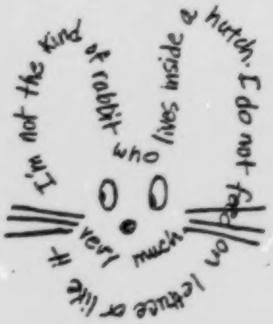
ACTIVITY:

Distribute a copy of a poem to each student. A sample poem is included below.

Have the students try several of the activities listed below.

THE CHOCOLATE RABBIT

I'm not the kind of rabbit
    Who lives inside a hutch.
I do not feed on lettuce
    Or like it very much.
I'm only made of chocolate
    With eyes of lollipop.
I'd rather guard an Easter nest
    Than hop...and hop...and hop!


I'm not the kind of rabbit who lives inside a hutch. I do not feed on lettuce or like it very much

- ●Draw a box around the title.
- ●Draw a box around each sentence or stanza.
- ◐Number each line, sentence, or stanza.
- ◑Color the words that rhyme a matching color.
- ◑Shade the spaces on the indented lines.
- ◑Rewrite the poem in the shape of something mentioned in the poem.
- ●Underline or circle words every time they appear.
- ●Pantomime a word in the poem. Students identify the number of the stanza that contains the word (i.e., "Show me with your fingers which stanza this is in.")
- ●Students dramatize the poem as it is being read.
- ●Read the poem and clap along in rhythm.
- ◑Students draw tiny pictures of each noun on top of the noun.
- ◑Illustrate the poem.

POETRY

OBJECTIVES: Reading and enjoying poetry
Expressing visualizations through drawing, speaking and body movement

MATERIALS: set of poems (included)
pencil
crayons

ACTIVITY:

This is a collection of poetry for students to enjoy and use to help them build reading skills.

They have been chosen because they contain humor, action, and lend themselves to visualization. They may be collected and stapled into a booklet.

It is suggested that they be given to students one at a time.

Three of the poems give very detailed descriptions that students can translate into drawings. These poems are: "The Clown", "The Dingo Bird", and "The Dragon".

The following are suggested activities:

- Students and teacher read the poem together.
- Teacher reads the poem leaving out certain words. Students orally fill in the missing words.
- Students dramatize or pantomime the poem as it is read.
- Students illustrate each poem.
- Students circle the title and put a box around each stanza.
- Students color rhyming words the same color.
- Teacher pantomimes a word or phrase in the poem. Students guess which stanza it is in and state it.

For additional activities to use with these poems, see "Reading Comprehension Strategies".

THE CLOWN

See the funny clown
In the long green coat
Trying to ride
A purple goat!

His orange shoes
Curl up at the toes
His ears are red,
And so is his nose.

His hat is pink
And his wig is yellow.
Did you ever see
Such a comical fellow??

THE DINGO BIRD

Have you ever heard of the Dingo Bird?
He is only seen on August the third.
The Dingo Bird is a very strange fellow.
His head is red, and his neck is yellow.
His giant feet are as black as ink.
One wing is orange, and one is pink.
The rest of him is a bright, bright blue.
I've never seen a Dingo Bird . . . .
Have you ???

THE DRAGON

Once there was a dragon
All covered with scales.
He was green as grass
And he had two tails.

One tail was purple
And one was black,
There were yellow dots
Down his back.

Two pink horns
Grew out of his head.
His sharp pointed claws
Were cherry red.

He growled like a lion
He breathed red flame.
Color the dragon.
Give him a name.

PEAS

I eat my peas with honey
I've done it all my life,
They do taste kind of funny,
But it keeps them on the knife.

WILL YOU REMEMBER ME?

Will you remember me in fifty years?
YES
Will you remember me in twenty years?
YES
Will you remember me in ten years?
YES
Will you remember me in five years?
YES
Will you remember me next year?
YES
Will you remember me next month?
YES
Will you remember me next week?
YES
Will you remember me tomorrow?
YES
Will you remember me in another minute?
YES
Will you remember me in another second?
YES
Knock, knock.
WHO'S THERE?
You forgot me already?

NOTICE

I have a dog,
I had a cat.
I've got a frog
Inside my hat.

TWO TIMES THREE

In summer these--
they always come in threes:
a spot of hot,
a pool of cool,
or else the breeze,
not round my knees
but up the valley
soft and light and high
as bees in trees.

In winter those
three best for when it snows:
desire of fire,
of bed ahead--
no frozen toes,
dire nosey blows
while up the chimney
soft and light and high
smoke cozy goes.

YELLOW

Green is go,
and red is stop,
and yellow is peaches
with cream on top.

Earth is brown,
and blue is sky;
yellow looks well
on a butterfly.

Clouds are white,
black, pink, or mocha;
Yellow's a dish of
tapioca.

PEANUT BUTTER

A peanut sat on a railroad track,
His heart was all a-flutter;
Along came a train--the 9:15--
Toot, toot, peanut butter!

IT'S RAINING, IT'S POURING

It's raining, it's pouring,
The little old man is snoring;
He went to bed with a bump on his head,
And didn't get up in the morning.

THE ELEPHANT'S TRUNK

The elephant carries a great big trunk;
He never packs it with clothes;
It has no lock and it has no key,
But he takes it wherever he goes.

ME, MYSELF, AND I

Me, myself, and I---
We went to the kitchen and ate a pie.
Then my mother she came in
And chased us out with a rolling pin.

TURTLE AND TADPOLE

A big turtle sat on the end of a log,
Watching a tadpole turn into a frog.

FIVE LITTLE SQUIRRELS

Five little squirrels sat up in a tree.
The first one said, "What do I see?"
The second one said, "A man with a gun."
The third one said, "Then we'd better
run."
The fourth one said, "Let's hide in the
shade."
The fifth one said, "I'm not afraid."
Then BANG went the gun, and how they
did run.

GRASSHOPPER AND ELEPHANT

Way down South where bananas grow,
A grasshopper stepped on an elephant's toe.
The elephant said, with tears in his eyes,
"Pick on somebody your own size."

HOT DOG

My father owns the butcher shop,
My mother cuts the meat,
And I'm the little hot dog
That runs around the street.

TINY TIM

There was a little baby,
His name was Tiny Tim.
They put him in the bathtub
To teach him how to swim.
He drank up all the water,
He ate up all the soap,
And one day he choked
On a bubble in his throat.

I KNOW AN OLD LADY

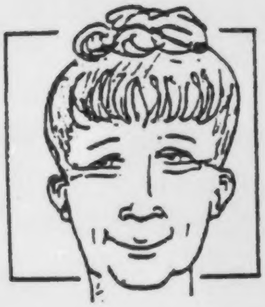
OBJECTIVE: Reading Comprehension
Sequencing

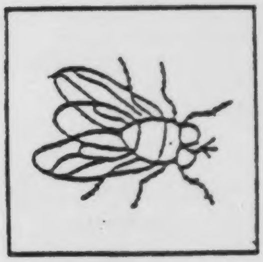
MATERIALS: poem
word cards
picture cards → included
recording: Alan Mills, I Know An Old Lady, New York, Scholastic Book Services, 1968.

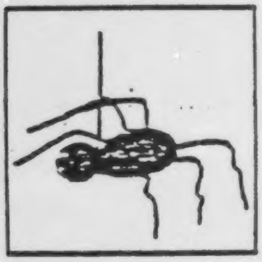
ACTIVITY:

Students cut out the picture and word cards while listening to the poem being read or sung.

Students repeat the poem and arrange the pictures and word cards in order. (Start with the picture of the Old Lady.)







. . .

old lady	fly	spider

. . .

I KNOW AN OLD LADY

I know an old lady who swallowed a fly.
I don't know why she swallowed a fly!
I guess she'll die!

I know an old lady who swallowed a spider
That wriggled and wriggled and tickled inside her.
She swallowed the spider to catch the fly,
But I don't know why she swallowed the fly!
I guess she'll die!

I know an old lady who swallowed a bird.
Now how absurd, to swallow a bird!
She swallowed the bird to catch the spider
That wriggled and wriggled and tickled inside her.
She swallowed the spider to catch the fly,
But I don't know why she swallowed the fly!
I guess she'll die!

I know an old lady who swallowed a cat.
Now fancy that, to swallow a cat!
She swallowed the cat to catch the bird.
She swallowed the bird to catch the spider
That wriggled and wriggled and tickled inside her
She swallowed the spider to catch the fly,
But I don't know why she swallowed the fly!
I guess she'll die!

I know an old lady who swallowed a dog.
My, what a hog to swallow a dog!
She swallowed the dog to catch the cat.
She swallowed the cat to catch the bird.
She swallowed the bird to catch the spider
That wriggled and wriggled and tickled inside her.
She swallowed the spider to catch the fly,
But I don't know why she swallowed the fly!
I guess she'll die!

I know an old lady who swallowed a goat.
Just opened her throat, and in walked the goat!
She swallowed the goat to catch the dog.
She swallowed the dog to catch the cat.
She swallowed the cat to catch the bird.
She swallowed the bird to catch the spider
That wriggled and wriggled and tickled inside her.
She swallowed the spider to catch the fly,
But I don't know why she swallowed the fly!
I guess she'll die!

I KNOW AN OLD LADY (cont.)

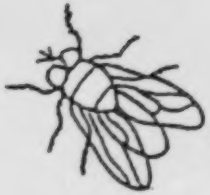
I know an old lady who swallowed a cow.
I don't know why she swallowed a cow!
She swallowed the cow to catch the goat.
She swallowed the goat to catch the dog.
She swallowed the dog to catch the cat.
She swallowed the cat to catch the bird.
She swallowed the bird to catch the spider
That wriggled and wriggled and tickled inside her.
She swallowed the spider to catch the fly,
But I don't know why she swallowed the fly!
I guess she'll die!

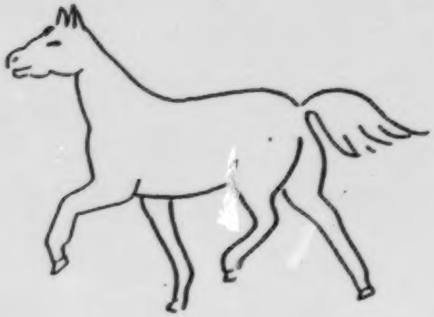
I know an old lady who swallowed a HORSE!
She's dead OF COURSE!

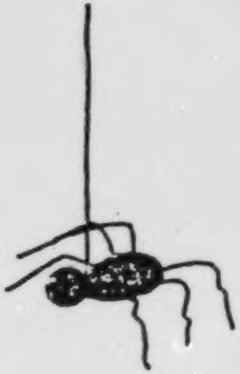
I KNOW AN OLD LADY

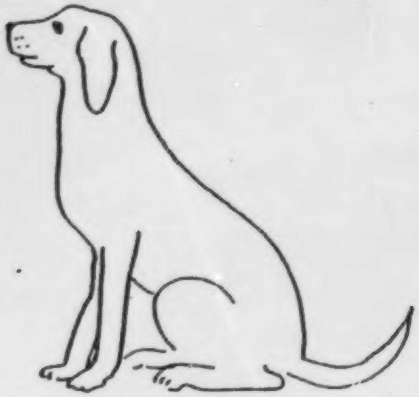
horse	old lady	cow
goat	cat	fly
dog	bird	spider

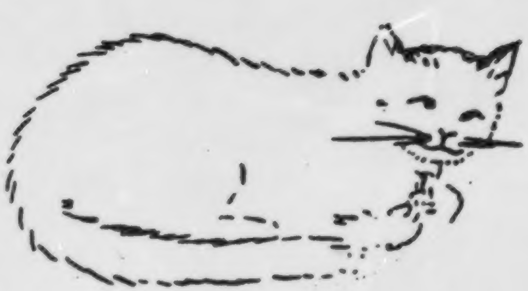
I KNOW AN OLD LADY

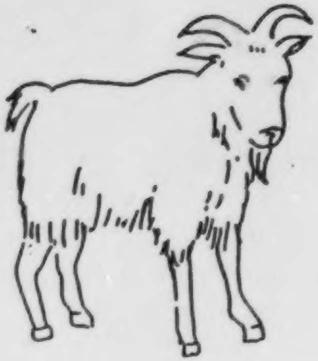


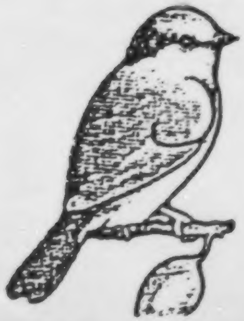


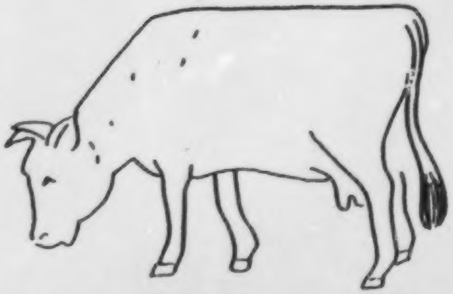


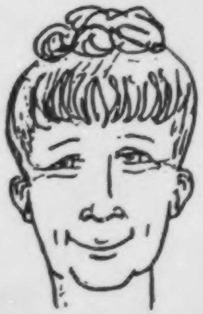












FOLKTALE PLAYS

OBJECTIVES: Increase oral reading skills
Increase imagery associated with reading

MATERIALS: Set of five folktale plays:

Chicken Little (6 readers)
The Three Little Pigs (9 readers)
The Three Billy Goats Gruff (5 readers)
The Gingerbread Boy (9 readers)
The Three Bears (5 readers)
Stone Soup (3 readers)

ACTIVITY:

To introduce folktales to students, read the Folktale Plays Introduction (next page).

Either assign or allow students to choose a part in a particular play. They read, practice, and perform the folktale plays for others. (A bibliography of fairy tales and folktales is included at the end of this section.)

FOLKTALE PLAYS

INTRODUCTION

Folktales are stories which come from all over the world. Long ago, before people knew how to read and write, they would tell stories to each other. Gradually, people began to put these stories in writing and they became known as folktales. Folktales are stories made up by ordinary people long ago and told over and over again until we no longer know who first made them up.

Some folktales have an author's name listed, but this does not mean the author wrote all the stories. It only means that he listed the stories which were told by other people and put them in writing. He collected the stories and put them in a book.

There are many kinds of folktales. One type of tale repeats the same line or the same idea over and over again as the story is being told. These stories were probably told to very young children, because they are quite simple and children love to hear parts of a story repeated. This helps them to learn the story.

We will be reading five of these folktales. These folktales are written in script form like a play. They are:

Chicken Little (6 readers)
The Three Little Pigs (9 readers)
The Three Billy Goats Gruff (5 readers)
The Gingerbread Boy (9 readers)
The Three Bears (5 readers)

CHICKEN LITTLE

CHARACTERS: Narrator, Chicken Little, Henny Penny, Ducky Lucky, Turkey Lurkey, Foxy Loxy

NARR: One day Chicken Little strutted through the woods on her way to the market.....

CL: Here I go to the market! Here I go to the market!

NARR: As Chicken Little went skipping along, a tiny acorn fell from a tall tree and hit the top of her little head.

CL: My goodness! The sky is falling. I must rush to tell the King.

NARR: So Chicken Little hurried off to tell the King that the sky was falling. She met Henny Penny on the path.

CL: Oh, Henny Penny, the sky is falling!

HP: How do you krow? Who told you?

CL: It hit me on the head like this.....

HP: Oh my goodness! May I come with you?

CL: Come along.

NARR: So Chicken Little and Henny Penny hurried off to tell the King the sky.was falling. On the way they met Ducky Lucky.

DL: Where are you going Henny Penny?

HP: The sky is falling! We're off to tell the King.

DL: How do you know? Who told you?

HP: Chicken Little told me.

CL: Yes, I told her. It hit me on the head...like this...

DL: O dear! May I come along with you?

CL: Yes, come along.

Narr: So Chicken Little and Henny Penny and Ducky Lucky hurried off to tell the King that the sky was falling. On their way they met Turkey Lurkey.

TL: Where are you going, Ducky Lucky?

DL: We're off to tell the King that the sky is falling.

CHICKEN LITTLE

TL: Who told you, Ducky Lucky?

DL: Henny Penny told me.

TL: Who told you, Henny Penny?

HP: Chicken Little told me.

CL: It hit me on the head......like this.....

TL: Oh me! Oh my! May I come with you?

CL: Yes, come along.

NARR: So Turkey Lurkey and Ducky Lucky and Henny Penny and Chicken Little hurried on toward the King's palace. As they went along the path, they met Foxy Loxy.

FL: - Hello, my friends! Where are you going this fine day?

TL: The sky is falling. We're off to tell the King.

FL: Who told you, Turkey Lurkey?

TL: Ducky Lucky told me.

FL: Who told you, Ducky Lucky?

DL: Henny Penny told me.

FL: Who told you, Henny Penny?

HP: Chicken Little told me.

FL: Who told you, Chicken Little?

CL: It hit me on the head......like this......

FL: Oh, dear! This is very serious. I'll show you a quick way to the King's palace. Follow me.

NARR: So Chicken Little, Henny Penny, Ducky Lucky, and Turkey Lurkey followed Foxy Loxy. But the sly old fox did not lead them to the palace at all. He took them straight to his den where he ate them all. And there was no one left to tell the King that the sky was falling.

THE THREE LITTLE PIGS

CHARACTERS: Narrator, Mother Pig, First Little Pig, Second Little Pig, Third Little Pig, First Man, Second Man, Third Man, Wolf

Narrator: Once upon a time, there was a mother pig who had three little pigs. They all lived together in one house.

Mother Pig: Little pigs, come here. I want to talk to you.

Three Pigs: Yes Mother, here we are.

Mother Pig: Little pigs, you are all getting too big to live in this little house. You must all go out and build houses for yourselves. You must build strong houses so the wolf can't blow them down and eat you.

Narrator: So the three little pigs went away to build the houses. Soon the first little pig met a man with some straw.

1st Pig: Please, Sir give me some straw to build me a house.

1st Man: You may have all the straw you need to build a house.

Narrator: The first little pig took the straw and built a house with it. Then he sang this song:

1st Pig:
I have a nice straw house you see,
I am as safe as safe can be.
When the big, bad wolf comes walking by,
How I'll laugh at him, oh, me, oh, my!

Narrator: The second little pig walked on until he met a man with some sticks.

2nd Pig: Please, Sir, give me some sticks to build me a house.

2nd Man: You may have all the sticks you need to build a house.

Narrator: The second little pig took the sticks and built a house with them. Then he sang this song:

2nd Pig:
I have a nice stick house you see,
I am as safe as safe can be.
When the big, bad wolf comes walking by,
How I'll laugh at him, oh, me, oh, my!

Narrator: The third little pig walked on and on. At last he met a man with some bricks.

3rd Pig: Please, Sir, give me some bricks to build me a house.

3rd Man: You may have all the bricks you need to build a house.

Narrator: The third little pig took the bricks and built a house with them. Then he sang this song:

3rd Pig: I have a nice brick house you see,
I am as safe as safe can be.
When the big, bad wolf comes walking by,
How I'll laugh at him, oh, me, oh my!

Narrator: Now each little pig lived in his own little house and each little pig was happy. They went to visit each other, and when they looked at the three houses, they sang this song:

Three Pigs: Oh, now we have our houses three,
We are as safe as safe can be.
When the big, bad wolf comes walking by,
We will laugh at him, oh, me, oh, my!

Narrator: One day, when the first little pig was working in his straw house, the big bad wolf came walking by.

Wolf: Little Pig, Little Pig, let me in!

Little Pig: Not by the hair on my chinny-chin-chin,
You can never come in.

Wolf: Then I'll huff and I'll puff, and I'll blow your house in.

Narrator: The little pig was very frightened. As the wolf began to huff and puff, the straw house came tumbling down. The little pig ran and ran to the house of sticks. This made the wolf very angry. He knocked on the door.

Wolf: Little Pigs, Little Pigs, let me in!

2 Pigs: Not by the hair of our chinny-chin-chins,
You can never come in!

Wolf: Then I'll huff and I'll puff, and I'll blow your house in.

Narrator: The wolf began to huff and puff and puff and huff. The stick house came falling down. The frightened little pigs ran as fast as they could to the house of bricks. This time, the wolf was very, very angry. He ran to the brick house and knocked on the door.

Wolf: Little Pigs, Little Pigs, let me in!

3 Pigs: Oh dear, the wolf is really angry now! Listen to him huffing and puffing. He can't blow down our house of bricks.

Wolf: Aha! If I can't get those three little pigs one way, I'll get them another. I'll go down the chimney and eat them up.

1st Pig: Oh, dear, the wolf is climbing on the roof.

2nd Pig: Quickly, blow on the fire to make it hotter.

3rd Pig: Take the lid off the pot, and put in more water.

1st Pig: Hurry, hurry. When the wolf comes down the chimney, he'll fall into the pot of hot water. We'll catch him.

Narrator: The wolf slid down the chimney and fell into the pot of hot water. That was the end of the big, bad wolf. The three little pigs went to work and each built a brick house and lived happily ever after.

BILLY GOATS GRUFF

CHARACTERS: Narrator, Great Billy Goat Gruff (GBGG), Little Billy Goat Gruff (LBGG), Big Billy Goat Gruff (BBGG), Troll

NARR: Once upon a time three billy goats lived by a hill.

GBGG: I'm Great Billy Goat Gruff.

BBGG: I'm Big Billy Goat Gruff.

LBGG: I'm Little Billy Goat Gruff.

NARR: The goats liked to go up the hill to eat. To get to the hill they had to cross over a bridge. Beside the bridge there lived a big, fat Troll!

LBGG: I am going over the bridge and to the hill to eat.

NARR: Trip, trap. Trip, trap.

TROLL: Who's on my bridge?

LBGG: It is I, Little Billy Goat Gruff. I must go over the bridge and up the hill to get fat.

TROLL: You can't go over my bridge. I'll eat you!

LBGG: Oh, please! Don't eat me, I'm too little. Eat Big Billy Goat Gruff instead. He's a big billy goat.

TROLL: Get away from my bridge. Run up the hill and get fat.

BBGG: Today I'm going over the bridge and up the hill to eat.

NARR: Trip, trap. Trip, trap.

TROLL: Who's on my bridge?

BBGG: It is I, Big Billy Goat Gruff. I must go over the bridge and up the hill to get fat.

TROLL: You can't go over my bridge. I'll eat you!

BBGG: Oh please! Don't eat me. I'm too little. Eat Great Billy Goat Gruff instead. He's a great big billy goat.

TROLL: Get away from my bridge then. Run up the hill and get fat.

GBGG: Today I'm going over the bridge and up the hill to eat.

NARR: Trip, trap. Trip, trap.

TROLL: Who's on my bridge?

GBGG: It is I, Great Billy Goat Gruff.

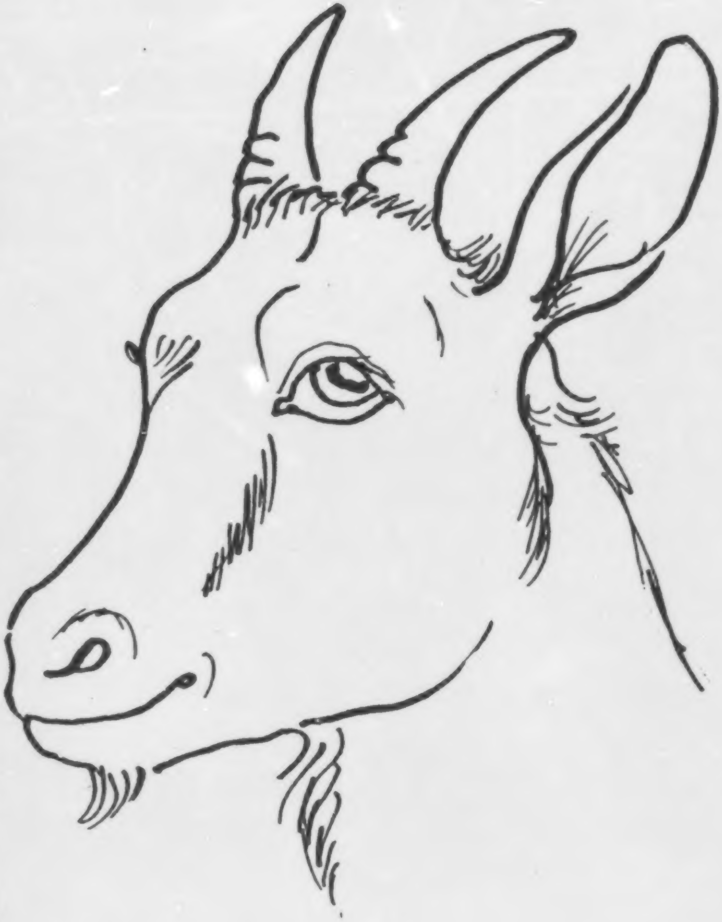
TROLL: You can't go over my bridge. I'll eat you!

GBGG: You'll not eat me, I'll knock you off the bridge.

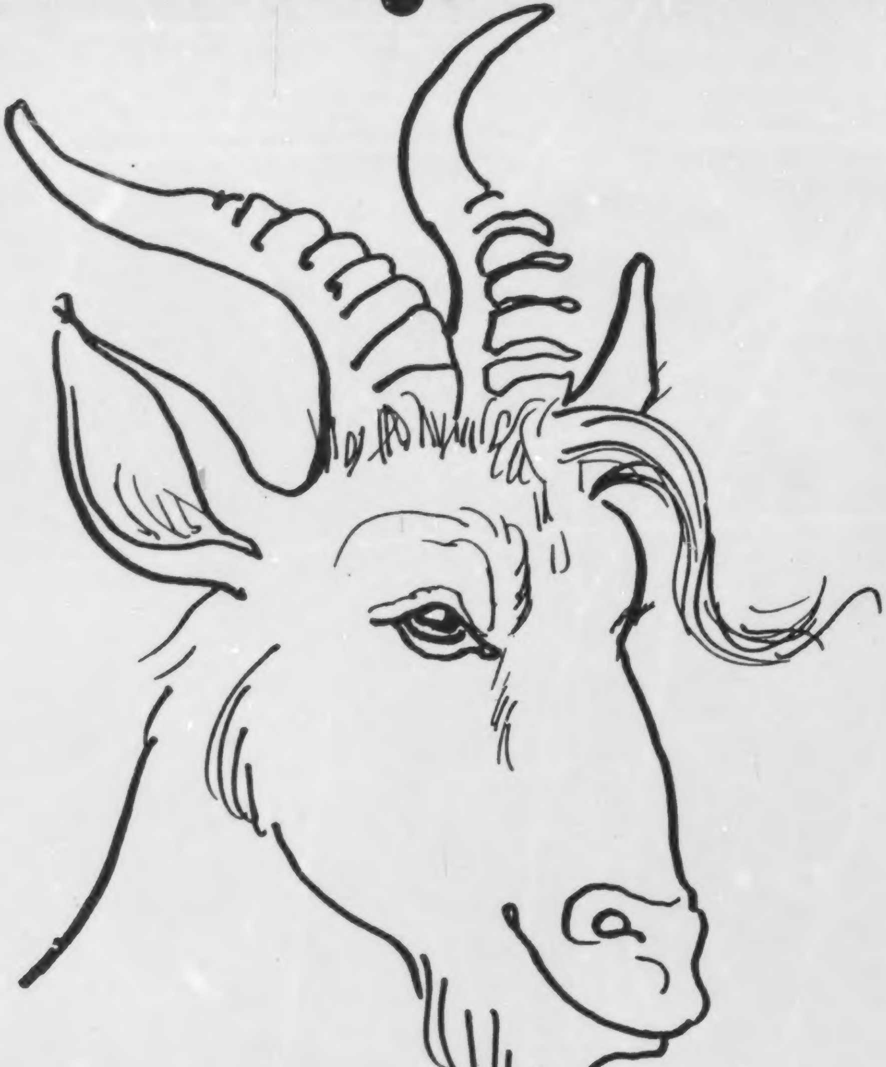
TROLL: We'll see about that.

NARR: Troll and Great Billy Goat Gruff have a fight on the bridge. Goat knocks Troll off the bridge.

That was the end of the big fat Troll. Now the three billy goats cross the bridge every day and go up the hill to eat and get fat.



BILLY GOATS GRUFF



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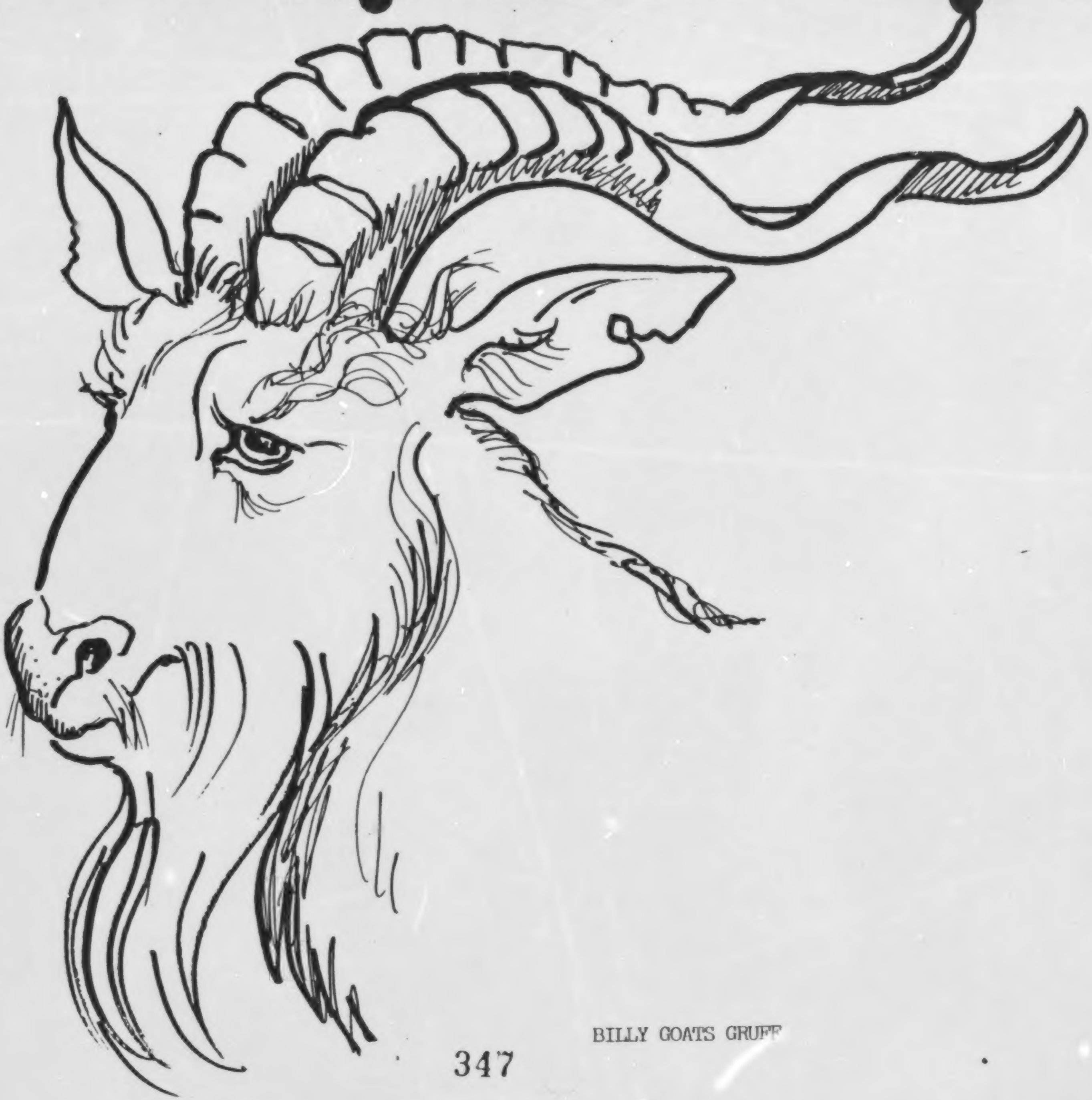

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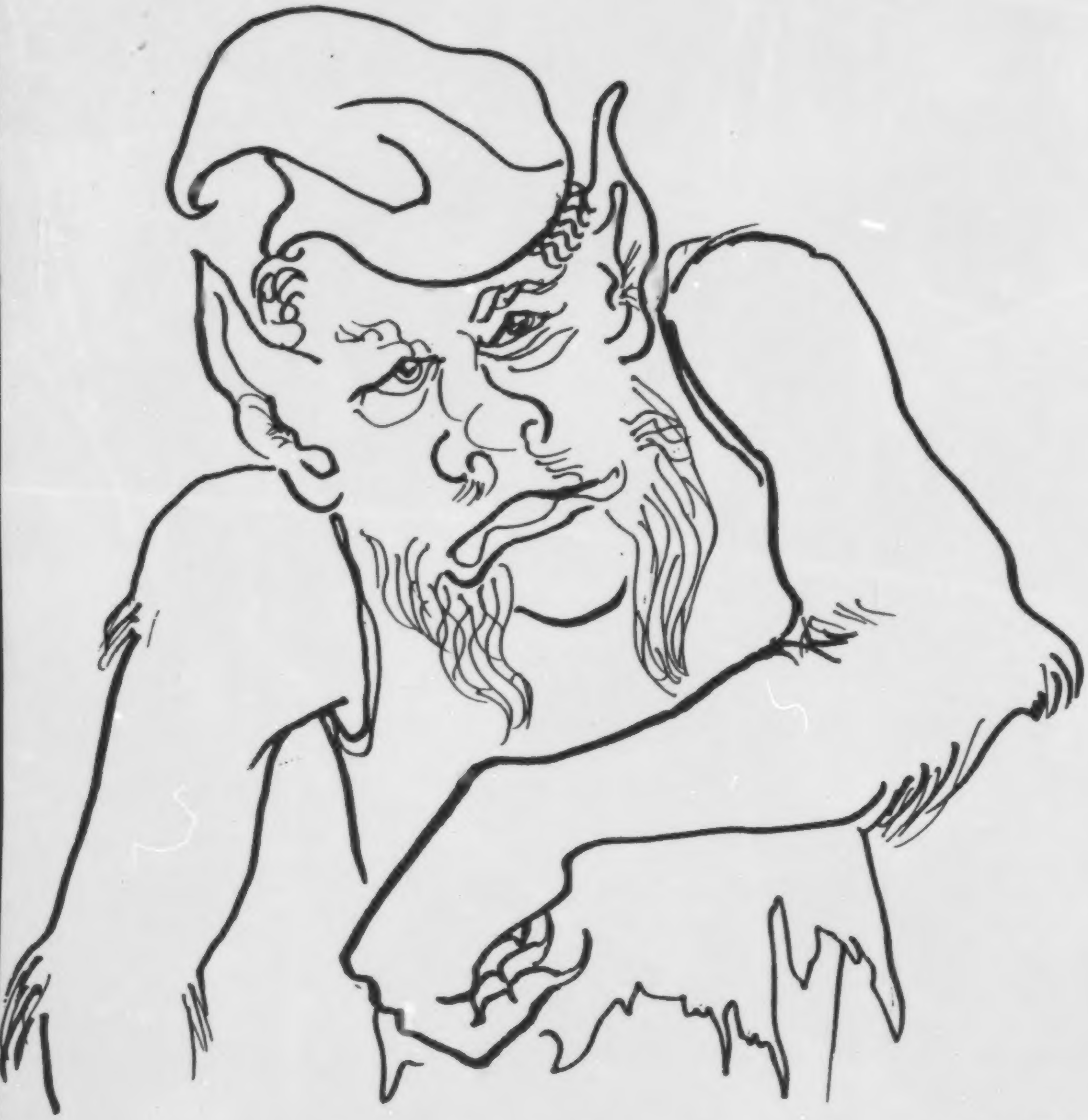

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BILLY GOATS GRUFF

THE GINGERBREAD BOY

CHARACTERS: Narrator, Little Old Man, Little Old Woman, Gingerbread Boy, Hen, Duck, Goat, Dog, Fox.

NARR: Once upon a time, there was a Little Old Woman and a Little Old Man. They lived all alone in a little, old house.

LOM: Here are some nice dry logs to burn in your stove.

LOW: Thank you, I'll make a good, hot fire and bake a gingerbread boy.

LOM: Thank you, they are so good to eat.

NARR: The Little Old Woman baked the gingerbread boy for the Little Old Man. When she took him out of the oven, he jumped off the pan and began to run away.

LOM: Stop! Stop! Little Gingerbread Boy. Don't run away, I want to eat you.

LOW: Stop! Stop! Little Gingerbread Boy. Stay here with us.

GB: I am a gingerbread boy, I am, I am.
I can run away from you, I can, I can.

NARR: The Gingerbread Boy ran on and on until he met a Hen.

H: Good morning! Who are you, and why are you running?

GB: Good morning, Hen. I am a gingerbread boy,
I am, I am, I am.
I ran away from the Little Old Woman.
I ran away from the Little Old Man.
I can run away from you, I can, I can.

NARR: The Gingerbread Boy ran on and on until he met a duck.

DUCK: Good morning! Who are you, and why are you running?

GB: Good morning, Duck. I am a gingerbread boy,
I am, I am, I am.
I ran away from the Little Old Woman.
I ran away from the Little Old Man.
I ran away from the Hen.
I can run away from you, I can, I can.

DUCK: Good bye, Little Gingerbread Boy!

NARR: The Gingerbread Boy ran on and on until he met a goat.

G: Good morning! Who are you, and why are you running?

GB: Good morning Goat. I am a gingerbread boy,
I am, I am, I am.
I ran away from the Little Old Woman.
I ran away from the Little Old Man.
I ran away from the Hen.
I ran away from the Duck.
I can run away from you, I can, I can.

G: Good bye, Little Gingerbread Boy.

NARR: The Gingerbread Boy ran on and on until he met a dog.

DOG: Good morning! Who are you, and why are you running?

GB: Good morning Dog. I am a gingerbread boy,
I am, I am, I am.
I ran away from the Little Old Woman.
I ran away from the Little Old Man.
I ran away from the Hen.
I ran away from the Duck.
I ran away from the Goat.
I can run away from you I can, I can.

DOG: Good bye, Little Gingerbread Boy!

NARR: The Gingerbread Boy ran on and on until he met a fox.

F: Good morning! Who are you, and why are you running?

GB: Good morning Fox. I am a gingerbread boy,
I am, I am, I am.
I ran away from the Little Old Woman.
I ran away from the Little Old Man.
I ran away from the Hen.
I ran away from the Duck.
I ran away from the Goat.
I ran away from the Dog.
I can run away from you, I can, I can.

F: Yes, Gingerbread Boy, you can run.
You ran away from the Little Old Woman.
You ran away from the Little Old Man.
You ran away from the Hen.
You ran away from the Duck.
You ran away from the Goat.
You ran away from the Dog.
But you can not run away from the fox. I will eat you!

NARR: And he did!

THE THREE BEARS

Characters: Narrator, Papa Bear, Mama Bear, Baby Bear, Goldilocks.

Narrator: Once upon a time, three bears lived in a pretty, little cottage in the woods.

Papa Bear: I am Papa Bear. (bows)

Mama Bear: I am Mama Bear. (bows)

Baby Bear: I am Baby Bear. (bows)

Mama Bear: Come, Papa Bear. Sit down in your great, big chair, and eat the porridge I have made for you. Baby Bear, sit down in you little, wee chair, and eat your porridge too.

Papa Bear: This porridge is too hot. I can't eat it.

Baby Bear: Oh... My porridge is too hot. I can't eat it.

Mama Bear: Very well, we'll go for a walk in the woods while our porridge is cooling.

Narrator: While the three bears were out walking, a little girl named Goldilocks came through the woods.

Goldilocks: Oh! What a sweet, little house. The door is open. I'll go inside.

Narrator: Goldilocks saw the three bowls of porridge.

Goldilocks: I'm so hungry. I'll just taste this porridge in the great, big bowl. Oh! It's too hot. I'll try the porridge in the middle-size bowl. Oh! It's too cold. Let's see how the porridge is in this little, wee bowl. Oh! It's just right. Ummm!

Narrator: The porridge was so good that Goldilocks ate up every bite. Then she noticed three chairs.

Goldilocks: These chairs look comfortable. I'll try the great, big chair first. Oh! It's too hard. I'll try the middle-size chair. Oh! It's too soft. Here's a little, wee chair. Oh dear, Oh dear!

Narrator: Yes, Goldilocks was too big for the little, wee chair. She broke it!

THE THREE BEARS (cont.)

Goldilocks: I'm so tired after my walk. I'll just try this great, big bed. Oh dear! It's too big. I'll try this middle-size bed. Oh it's too small. Let's see. Oh yes. This little, wee bed is just right.

Narrator: Soon Goldilocks was fast asleep. She didn't hear the three bears come home.

Papa Bear: That was a pleasant walk. Now our porridge should be ready to eat. Look here, Mother Bear. Someone has been eating my porridge!

Mama Bear: Oh dear! Someone has been eating my porridge, too!

Baby Bear: Oh... Someone has eaten all my porridge!

Papa Bear: Someone has been sitting in my chair!

Mama Bear: Someone has been sitting in my chair, too!

Baby Bear: Someone sat in my chair and broke it all up!

Papa Bear: Someone has been lying in my bed!

Mama Bear: Someone has been lying in my bed, too!

Baby Bear: Look! Someone *is* sleeping in my bed!

Narrator: When Goldilocks woke up and saw the three bears, she was so frightened, she jumped out of bed and ran out of the house and through the woods. She never returned to the pretty, little house in the woods. The bears lived happily ever after.

STONE SOUP

Characters: Narrator, Traveler, Old Woman

NARR: A traveler walked down a road. He had come a long way. He was cold and he wanted a good dinner.

TRAVELER: This stone may help me to get some dinner.

NARR: He walked on. Soon the traveler saw a little house. He walked up to the door of the house. A little old woman opened the door.

TRAVELER: Good day. May I have some dinner in front of your fire?

NARR: Now the woman had some good things for her dinner, but she did not want to give them to the traveler. She told him that she had only one pancake and some honey.

TRAVELER: That is not enough for you. Will you have dinner with me? If you let me come in, I will make you a bowl of stone soup.

WOMAN: Stone soup! Now what can that be? I can make soup, but I never heard of stone soup.

TRAVELER: A man who walks about as I do learns many things. Give me a pan of water, and I will tell you how to make stone soup.

NARR: The woman gave the traveler a pan of water. He put it over the fire. Then he pulled the stone out of his pocket. He put the stone in the water and stirred and stirred.

TRAVELER: This will be good soup. But if I just had a little onion to put in the water, it would be better.

WOMAN: I think I have a little onion. Here it is.

TRAVELER: Good! I'll stir and stir. This will make very good soup. If I just had some carrots it would be better.

WOMAN: I'll go get some carrots. Here they are.

TRAVELER: This is very good soup. If I just had some potatoes and a little celery, it would be much better.

WOMAN: I'll get you some potatoes and celery. Here they are.

TRAVELER: This will be wonderful soup, but if I just had some beans and corn it would taste ever so much better.

WOMAN: I'll get you some beans and corn.

TRAVELER: This is great soup, but if I had a little meat it would be fit for a king.

WOMAN: My! Think of soup good enough for a king! I have some meat. Here it is.

TRAVELER: I think it is ready now. Let's eat.

NARR: So they ate and ate.

WOMAN: I think it is the best soup I've ever eaten. I must make this soup again.

TRAVELER: Stone soup is good. But it is always better if you put in some onions, carrots, potatoes, and meat. Please give me back my stone. I may want to make some more tomorrow. Goodbye, I must be going now.

WOMAN: And to think, he made it with a stone! How wonderful!

STONE SOUP

INGREDIENTS:

- 1 very clean stone
- 1 large pot half full of boiling water
- 6 chopped carrots
- 3 large diced onions
- ½ stalk diced celery
- 6 bouillon cubes
- 1 can sliced green beans
- 1 can whole kernel corn
- 1 lb. very lean ground beef
- alphabet noodles
- 1 large can chopped tomatoes
- 1 potato

DIRECTIONS:

1. Boil together carrots, onions, celery, and bouillon cubes.
2. Cut potatoes into 1/2 inch slices, chop and add to soup.
3. Add can of beans and corn.
4. Spoon in ground beef.
5. Add noodles and tomatoes.
6. Simmer soup until ready to eat. Yummy!

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FABLE FUN

OBJECTIVES: Sequencing events in a story
Understanding fables and their morals
Summarizing a story

MATERIALS: Fable: The Wind and the Sun
crayons
pencils
drawing paper

ACTIVITY:

- Introduce fables in the following way:

You have probably heard people say:
"Where there's a will, there's a way."
"Look before you leap."
"Sometimes good things come in small packages."

Have you ever wondered what they mean?

Many of these sayings come from stories which were told long ago. These stories are called fables. Fables were written to show us good and bad behavior or wise and foolish ways of acting.

The fables often have the lesson written on the last line of the story. The lesson is called the MORAL of the story. See if you can figure out the moral or lesson of this fable called "The Wind and the Sun".

- Tell and dramatize the following fable:

THE WIND AND THE SUN

The Wind and the Sun were arguing about which was the stronger.

Suddenly, they saw a man coming down the road and the Sun said, "I know a way we can settle the argument. Whichever one of us can make the man take off his coat will be the stronger. You begin."

So the Sun went behind a cloud, and the Wind began to blow as hard as he could upon the man. But the harder he blew, the more closely the man wrapped his coat around him, until at last the Wind had to give up.

Then the Sun came out and shone brightly upon the man, who soon found it too hot to walk with his coat on and took it off.

FABLE FUN (cont.)

- Students are chosen to act out the fable with teacher's help. (Point out the first, second, and third main events of the story.)
- Students draw a picture of the fable. (Discuss various ways to draw the wind, the sun, and the man.
  Children may dictate or write about what they drew.
- Students draw three pictures illustrating the three main parts of the fable:

  Wind and Sun arguing
  Wind blowing at the man
  Sun shining on the man

- Students write at least one sentence on each page.
- Pages are stapled together into a booklet.
- Students retell the fable using their booklet.
- Follow-up: (See "Fable Follow-Up Activities")

FABLE FOLLOW-UP ACTIVITIES

SPEAKING AND WRITING

1. What was the title of the fable you read?
2. How many characters were in the fable?
3. Who were the characters?
4. In your fable, who acted foolishly?
5. What foolish thing did he do?
6. What happened to the character as a result of his foolish behavior?
7. The last line of your fable is called the moral. Read the moral. Write in your own words the lesson it is trying to teach.
8. Select any animal fable you have read. Think carefully about the lesson it is trying to teach. In a paragraph, tell about some human you remember who has acted in the same wise or foolish way as the animal did. If you can't remember a real event, make up an imaginary situation involving a human.
9. Writing a fable is somewhat like a mathematical problem. First, you must select a lesson, or moral, that you wish to teach, such as "Pride goes before a fall." Then you must select your main character, such as a rabbit. Your rabbit must be a very proud animal. Then you must think of some event which causes the proud rabbit to lose his pride. Your mathematical problem looks like this:

   Proud Rabbit + Some Event = Pride goes before a fall.

   Try to write a fable of your own. Remember to use only a few characters and to keep the story short. Here are some possible lessons, or morals, from which you might wish to choose:

   a. Every cloud has a silver lining. (No matter how bad things seem, you can find something good if you really try.)

   b. Penny wise, pound foolish. (This means being very careful about small matters but careless about important things.)

   c. Don't cross that bridge until you come to it. (Don't plan too far into the future.)

   d. Beauty is skin deep. (Things which appear lovely may not be if you really investigate them)

   e. A stitch in time saves nine. (Taking time to prevent something from happening may save much work later on.)

   f. Actions speak louder than words. (It is often easier to talk about something than it is to do something.)

FABLE FOLLOW-UP ACTIVITIES

VOCABULARY BUILDING

◑ Draw what you think the word means.

◑ Visualize what you think the word means

● Read the definition and draw a picture of the definition

◐ Read and write the words and their definition.

◑ Find a picture of the word.

◑ Move like you think the word would move.

◑ Make a noise like the word might make.

◐ Write other words that mean the same as the word.

FABLE FOLLOW-UP ACTIVITIES

MISCELLANEOUS

- Draw a picture of three different fables. See if others can guess what fables you illustrated.
- Watch a film on one of the fables.
- Make a stick, sack, or sock puppet of your main characters. Present a simple "play" about your fable.
- Draw a cartoon strip of a fable you read. Include the main characters and any conversation that is necessary.

FABLE PLAYS

OBJECTIVES: Sequencing events in a story
Summarizing a story

MATERIALS: copies of fable plays (included)

ACTIVITY:

◐ Groups of students choose or are assigned one of the fables.

-or-

Groups within a class each read the same fable.

(To help students choose a fable, the teacher may lead students in visualizing each fable by reading the titles.)

◑ Each student in a group is given a copy of the fable.
Each student reads and acts out one character's part.

Students should be shown how to pantomime the location of items in the setting. In "The Wind and the Sun" fable, the wind and the sun could stand on chairs and the man could walk among the classroom desks.

● The fable plays are presented to classmates.

◑ After viewing the play, students try to guess what moral or lesson each fable is presenting.

● Follow-Up: (See preceeding Fable Follow-Up Activities)

FABLE PLAYS

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THE LION AND THE MOUSE

Characters: A Lion, A Mouse, First Hunter, Second Hunter, Third Hunter, A Narrator

Narrator: (A lion was asleep in his den one day when a tiny mouse creeps up to him.)

Mouse: I see a tiny piece of food near the mighty lion's paw. Should I try to get it? Mr. Lion seems to be sound asleep, and I am very hungry! Yes, I will try!

Narrator: (The mouse very carefully creeps near the food. Suddenly the lion slaps his paw right down on the little mouse.)

Lion: Now I have you, my little mouse.

Mouse: Please, oh please, Mr. Lion, don't kill me! I am so tiny and not worth eating.

Lion: Yes, you do seem to be quite tiny.

Mouse: A mighty lion such as you deserves a bigger mouthful than just a little, little, little mouse.

Lion: Yes, I guess you are right. Go away and don't enter my den again. Next time I really will gobble you up!

Mouse: Oh, thank you, thank you. You are a very generous lion. Thank you, thank you!

Lion: Stop thanking me and get out of my den so I can go back to sleep.

Mouse: Yes, Mr. Lion.

Narrator: (The mouse scampers out of the lion's den. Later while roaming the forest, the lion was caught in a hunter's net.)

Lion: Help! Help! Help!

1st Hunter: No sense struggling, Mr. Lion. You can't escape from our strong net.

2nd Hunter: Let's rush back to the village and get some of our neighbors to help us carry the lion.

3rd Hunter: Everyone in the village will be very proud of us for catching such a big, strong lion.

THE LION AND THE MOUSE (cont.)

Narrator: (The hunters leave for the village.)

Lion: HELP! HELP! Somebody help me! HELP! HELP!

Mouse: That sounds like Mr. Lion's voice.

Lion: HELP! HELP! HELP! Please help me!

Mouse: It is his voice!

Lion: HELP! HELP! I'm trapped! HELP! HELP! HELP!

Mouse: I'm coming, Mr. Lion! I'm coming!

Lion: Oh little mouse, look at the mess I'm in. I can't get loose from this powerful net that the three hunters threw over me. What shall I do?

Mouse: I can help you.

Lion: You can help me? How?

Mouse: With my strong sharp teeth I can gnaw a big hole in the net, and then you will be able to escape.

Lion: Please try.

Narrator: (The mouse gnaws and gnaws and finally the lion is free.)

Mouse: There! I told you I could free you.

Lion: Thank you, little mouse. You really are a friend.

Mouse: Good-bye, Mr. Lion.

Moral: Sometimes good things come in small packages.

Fable Follow-Up Activities
for
"THE LION AND THE MOUSE"

● 1. Vocabulary: (See "Fable Follow-Up Activities: Vocabulary Building".)

creeps
mighty
generous
scampers
roaming
struggling
gnaw

2. The mouse was very daring. He tried to get a piece of cheese that was near the lion's paw.

◐ Tell about or act out a time when you or someone else took a chance and were very daring.

THE LION AND THE MOUSE

1. Does the author feel the lion is king of the jungle?
2. Why didn't the lion, Lord of the Jungle, command other animals to help him?
3. Could the lion free himself, if he had not been in a rage?
4. Does the author want you to believe that the mouse had sharper teeth?
5. Does the author feel the mouse is stronger than other animals?
6. Does the author feel the mouse is as strong as the lion in his own way?
7. What is the moral of the story?

THE BOY WHO CRIED WOLF

Characters:
A Boy
A Wolf
First Neighbor
Second Neighbor
A Narrator

Setting: A pasture near a village

Boy: I'm so bored watching these sheep. I think I will play a joke on the people of the village. I will pretend a wolf is attacking the sheep. They will all come running and the joke will be on them. I will yell good and loud so they will hear me...HELP! HELP! A wolf is eating the sheep! HELP! HELP! Help me chase the wolf away!

1st Neighbor: I'm coming! Don't be frightened!...Where is the wolf? I don't see a wolf!

Boy: Ha-ha-ha-ha-ha-ha! It was a joke! Ha-ha-ha!

1st Neighbor: I don't think is was such a funny joke! I ran all the way from the village to help you. No, it was not a very funny joke! You are a foolish boy. Now I must get back to my work which you so foolishly made me leave.

Narrator: (He returns to the village.)

Boy: Ha-ha-ha-ha! I certainly fooled him! I think I will try the same joke again...HELP! HELP! HELP! A wolf is eating the sheep! Come quickly!

2nd Neighbor: I'm coming! I'm coming as fast as I can. Don't be frightened for I'm coming!...I don't see a wolf. Are you sure you saw a wolf?

Boy: Ha-ha-ha-ha-ha! It was a joke! Ha-ha-ha-ha-ha!

2nd Neighbor: I don't think it was such a funny joke! You should have better sense than to play such a joke on your neighbors and waste their valuable time!

Boy: Ha-ha-ha-ha-ha-ha!

2nd Neighbor: You are a silly boy and should be spanked!

Narrator: (He returns to the village.)

Boy: Ha-ha-ha-ha! It's funny to see them come running...What's that noise?

Narrator: (A huge wolf appears.)

Boy: It's a wolf! He's going to eat my sheep! HELP! HELP! A WOLF IS EATING THE SHEEP! HELP! HELP! PLEASE HELP!

1st Neighbor: I don't believe you. You can't fool me again!

2nd Neighbor: I don't believe you. You can't fool me again either!

Narrator: (The wolf gobbles up all the sheep.)

Moral: No one believes a liar even when he is telling the truth.

Fable Follow-Up Activities
for
"THE BOY WHO CRIED WOLF"

1. Vocabulary: (See "Fable Follow-Up Activities: Vocabulary Building".)
    pasture
    frightened
    certainly

◐2. Tell or write about a time when you were bored. What did you do about it?

◐3. Tell or write about a joke you played on someone. What did the other person do?

THE FOX AND THE OLD LION

Characters: An Old Lion, A Fox, a Rabbit, A Jackal, A Narrator

Setting: The opening of a cave deep in a forest.

Old Lion: I have grown so old that I am no longer able to hunt for food. I still get hungry and need something to eat. What am I going to do? I know what I will do...I'll pretend I'm very sick. When visitors enter my cave to visit me, I'll eat them up!

Narrator: (He goes deep into his cave and begins to groan and moan.)

Old Lion: Oh, I feel so sick...so very sick! Someone come and help a poor, old, sick lion!

Rabbit: Are you all right in there, Mr. Lion?

Old Lion: No, little rabbit, I am very sick! Why don't you enter my cave and visit for a while?

Rabbit: Yes, I will visit with you Mr. Lion. You sound extremely sick!

Narrator: (He enters the cave, and the old lion eats him up.)

Old Lion: Oh, I feel so very sick. Someone come and help a poor, old, sick lion!

Jackal: You sound very sick, Mr. Lion. Is there anything I can do to help you?

Old Lion: Oh yes, little jackal, Come into my cave and visit for a while. I know that will cheer me up.

Jackal: Yes, I have a little time to visit.

Narrator: (He enters the cave, and the old lion eats him up.)

Old Lion: Oh poor me! I'm an old, sick lion.

Fox: You don't sound too well today, Mr. Lion.

Old Lion: How true! I feel so sick! Also, I am very lonely! Won't you come into my cave and visit for a while? It certainly would cheer me up.

Fox: I don't know if I should, Mr. Lion.

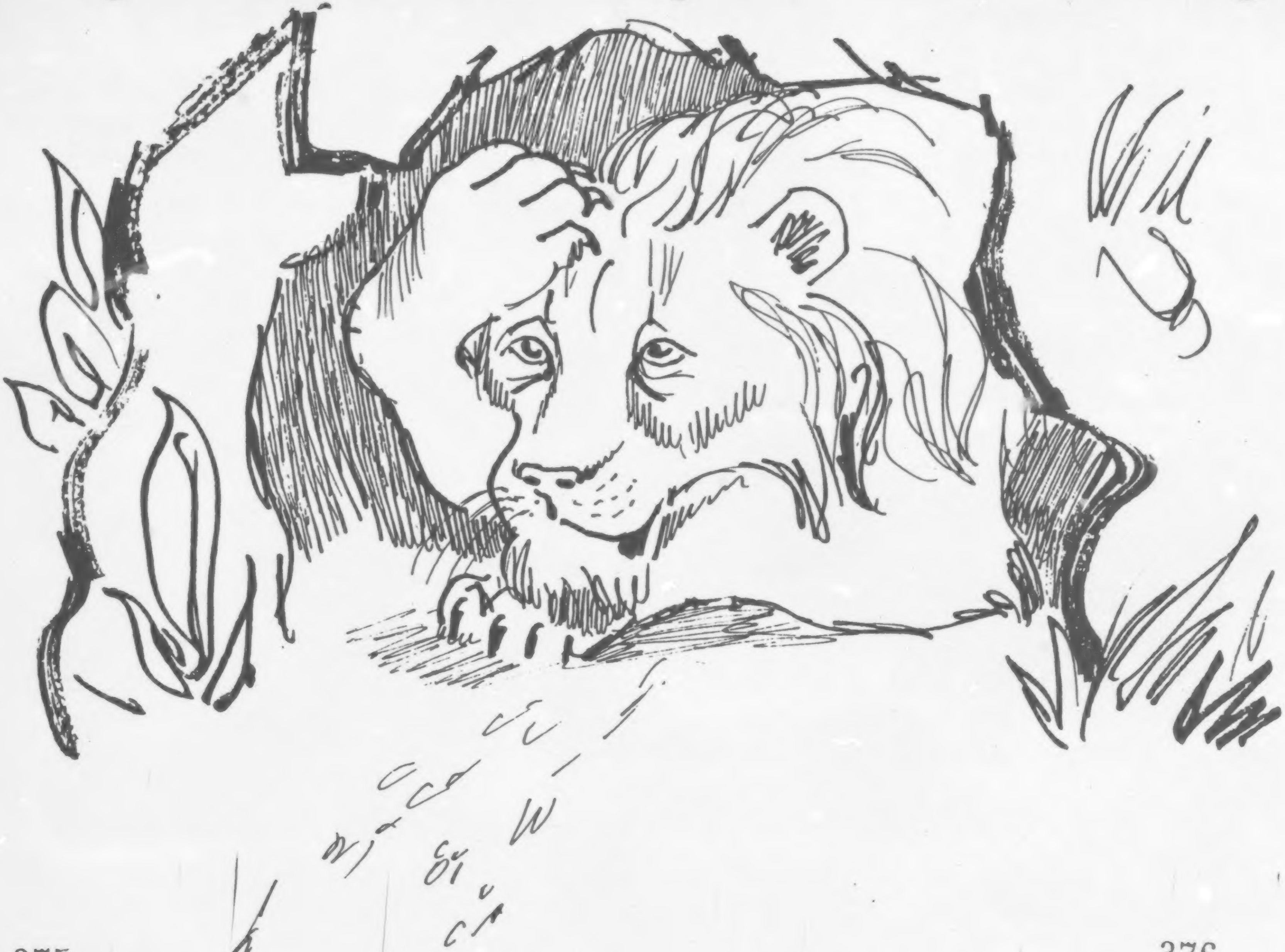
Old Lion: Why do you speak that way? Why do you hesitate?

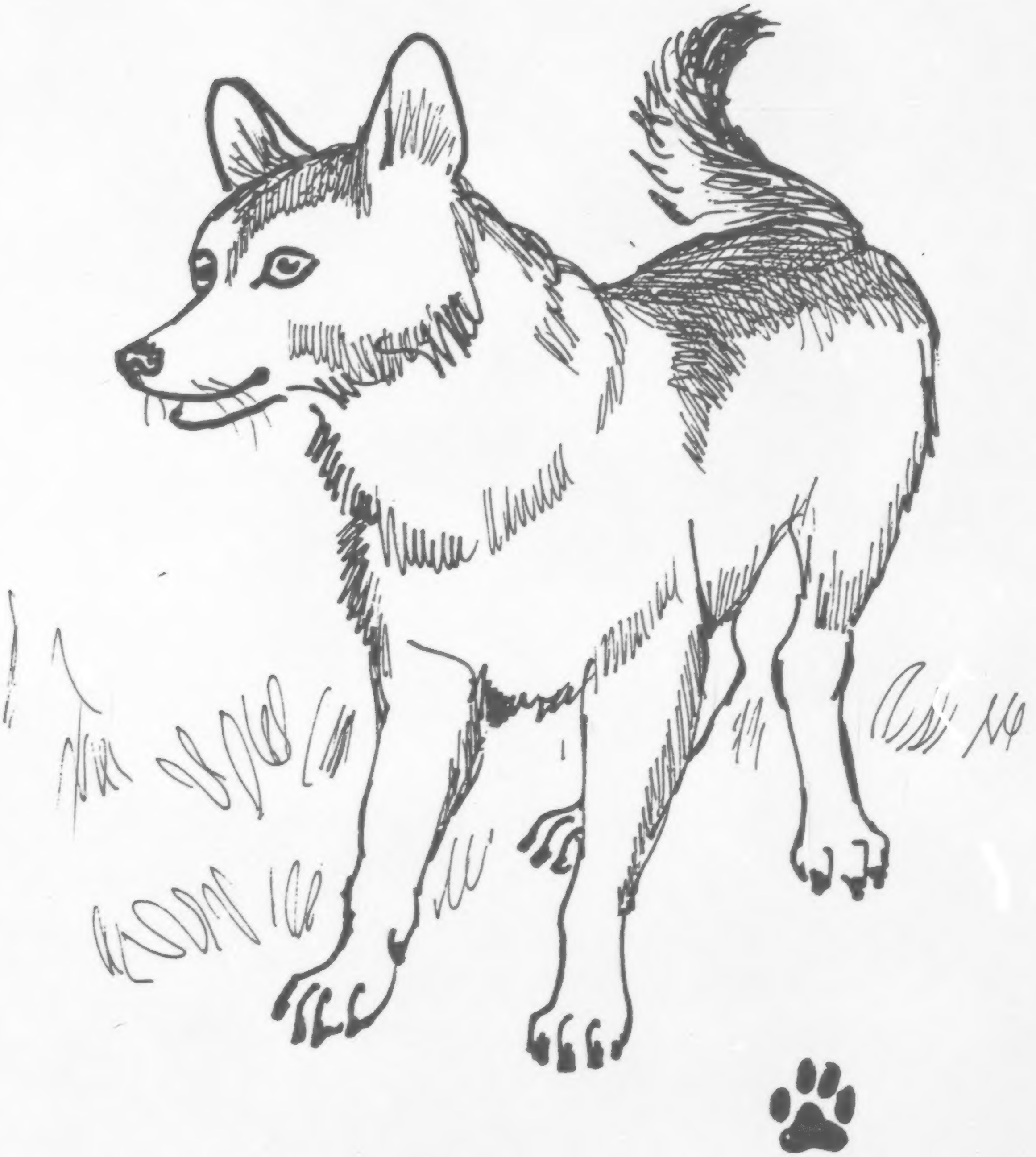
Fox: I really don't think I should enter your cave at all!

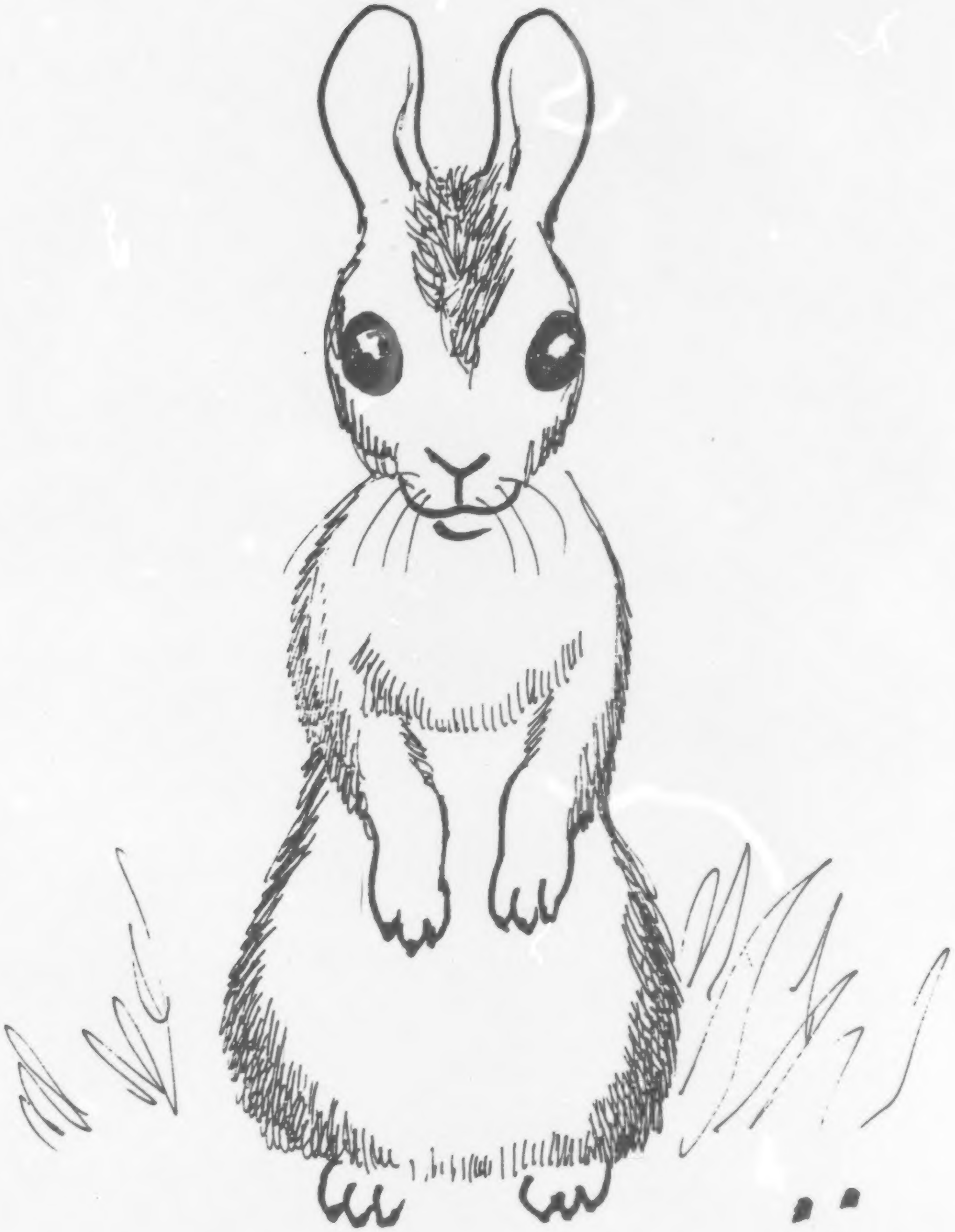
Old Lion: Why? Why?

Fox: Well, it seems that you have had many visitors already. I see many tracks in front of your cave, but they all go only one way. I'll visit you when all those animals come out. Good-bye, Mr. Lion. Hope you feel better real soon!

Moral: Be warned by what happens to others.







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Fable Follow-Up Activities
for
"THE FOX AND THE OLD LION"

1. Vocabulary: (See "Fable Follow-Up Activities: Vocabulary Building".)

   jackal
   extremely
   hesitate
   groan and moan

◑ 2. Move and sound like a poor, old, sick lion.

◐ 3. When you grow old, what things do you think you won't be able to do?

◑ 4. Move and sound like you are extremely sick.

◑ Move and sound like you are extremely well.

◑ 5. Draw a diagram of the story.

◐ 6. Do you know people who pretend something to get their own way? (like the lion) Do others fall into their "trap"?

THE MOTHER AND THE WOLF

Characters: A Mother
A Baby
A Wolf
The Wolf's Wife
A Narrator

Setting: A cottage in a forest

Wolf: I hear a baby crying! I'll go and see what it's all about.

Narrator: (The wolf creeps to the cottage. Coming close to the cottage window, he sees a mother holding her young baby.)

Baby: WAH! WAH! WAH! WAH!

Mother: Stop your crying and fall asleep. It's way past your bedtime.

Baby: WAH! WAH! WAH! WAH!

Mother: If you don't stop your crying, I will throw you out the window and a wolf will eat you up!

Wolf: I'm going to wait right outside this window so I'll be ready to catch the baby when the mother throws him out the window.

Baby: WAH! WAH! WAH! WAH!

Narrator: (The wolf waits and waits and waits but nothing happens.)

Wolf: It is getting dark and it's cold. I guess the mother is not going to throw the baby out the window after all.

Baby: WAH! WAH! WAH! WAH!

Wolf: I have been waiting for hours and hours. I'm tired and I'm going home!

Narrator: (The wolf heads for his home.)

Wolf's Wife: Where have you been so long? You have been gone for hours!

Wolf: I was waiting for our dinner outside a cottage window.

Wolf's Wife: What made you think you were going to get our dinner from a cottage window?

Wolf: I heard a mother tell her baby that if he didn't stop crying she was going to throw him out of the window.

Wolf's Wife: You silly fool. You waited hours for that? Do you honestly think a mother would throw her baby out of a window? You truly are a stupid wolf?

Moral: Don't believe everything you hear.

Fable Follow-Up Activities

for

"THE MOTHER AND THE WOLF"

1. Vocabulary: (See "Fable Follow-Up Activities: Vocabulary Building".)

   creeps
   cottage

2. Fill in the blanks with something you've heard someone say, like the mother said to the baby.

   "If you don't stop________, I'll________________________."

3. What the mother said to the baby is called an exaggeration. She wasn't really going to throw the baby out the window for a wolf to eat. Tell or write about an exaggeration you have heard.

THE WIND AND THE SUN

Characters: The Wind
The Sun
A man
Narrator

Setting: In the sky above a road

Wind: Mr. Sun, you are so silly to say that you are stronger and more powerful than I am.

Sun: But Mr. Wind, you are too stupid to realize what I say is very true!

Wind: But Mr. Sun, everybody, yes everybody, knows that I am stronger!

Sun: I don't believe what everybody says. People are very often mistaken.

Wind: You really make me laugh the way you talk. How could anything be stronger than the wind?

Sun: Yes, I agree that you are strong, but I'm stronger than you.

Narrator: Just then a man came walking down the road.

Sun: This is our chance to prove who is stronger. Whoever can make this man take off his coat will be the stronger. Just to show you how sure I am, you try first.

Narrator: So the sun hid behind a cloud and the wind blew an icy blast. He huffed and puffed and huffed and puffed. The man wrapped his coat tightly around himself.

Wind: Oh, no. I'm all out of breath! I'm all out of wind and I didn't even get the man to take off his coat!

Narrator: The sun came out and began to shine on the man. He got so hot, he took off his coat and sat under a tree to cool himself.

Wind: You win Mr. Sun. You are the champion!

Moral: Persuasion is better than force.

TWO TRAVELERS AND A BEAR

Characters: First Traveler
Second Traveler
A bear
A Narrator

Setting: Along a path in a woods

1st Traveler: What a nice day to take a stroll through the woods. Aren't you glad you came along?

2nd Traveler: Yes, you were a good friend to invite me.

1st Traveler: Yes, I am your best friend!

Narrator: (The bear growls loudly and stamps through the forest)

2nd Traveler: What was that noise?

1st Traveler: Look over there! It's a huge bear!!!

2nd Traveler: He's enormous and he looks very angry.

1st Traveler: Look, he sees us. He's starting to come this way.

2nd Traveler: What shall we do?

1st Traveler: I don't know what you are going to do, but I'm climbing up this tree branch so the bear can't reach me.

2nd Traveler: There are no other trees around with low branches. Where can I hide?

1st Traveler: That's your problem. I know I'm safe from the bear. You will have to look after yourself. Sorry, my friend.

2nd Traveler: I know what I will do. I will lie flat on the ground and pretend I am dead. I heard once that bears do not eat dead bodies.

Narrator: (The bear enters slowly growling loudly. He smells the body on the ground and then leaves.)

1st Traveler: That certainly was a close call, but we both are safe.

2nd Traveler: Yes, the bear did whisper something in my ear.

1st Traveler: You're joking?

2nd Traveler: No, I'm not joking. The bear told me to find another friend. He told me that I don't need friends like you.

Moral: False friends leave you in time of trouble.

Fable Follow-Up Activities
for
"TWO TRAVELERS AND A BEAR"

1. "He's enormous" (the bear).

   ◑ Move like an enormous bear.

   ◑ Make an enormous sound (not just like a bear).

   ◑ Draw something enormous.

   ◐ Name some words that mean "not enormous".

   ◐ Count how many times the word "bear" is found in the fable.

   ◐ Find another word that means enormous in the fable.

   ◑ CREATE an enormous creature.

   ◑ Tell about a dream you had about something enormous.

   ◑ Close your eyes and picture in your mind something enormous.

   ◑ Find a picture of something enormous.

2. "That certainly was a close call."

   ◐ Tell about a "close call" that you or someone you know has had.

   ◑ Pantomime a "close call" that you know about.

THE CITY MOUSE AND THE COUNTRY MOUSE

Characters: A City Mouse
A Country Mouse
A Huge Dog
A Narrator

Setting: The home of the country mouse

Country Mouse: My dear cousin from the city, how nice of you to come all this way to visit me.

City Mouse: I'm glad to be here, although I will admit it was a long journey.

Country Mouse: Please make yourself at home while I prepare dinner.

City Mouse: Thank you, my country cousin.

Country Mouse: Let's have our dinner outside underneath the big tree. The air smells so good, and we can relax. Is that all right with you?

City Mouse: Anything you say cousin.

Narrator: (They carry the food outside and sit under a big tree.)

Country Mouse: Now, here is what we shall have to eat. Some bread, some cheese, some bacon, some beans, and for dessert we will go searching for acorns.

City Mouse: Thank you, country cousin, but how can you put up with such poor food as this?

Country Mouse: Don't you like it? I think it's delicious!

City Mouse: But the bread is moldy, and the cheese is hard, and the bacon and beans are dry!

Country Mouse: I'm sorry you don't like it, but that's all I have to offer.

City Mouse: I have a wonderful idea! Why don't you come to the city with me? There we can eat all kinds of delicious food, and for dessert we can have some sweet cookies.

Country Mouse: Very well, I will go to the city with you.

Narrator: (The two mice begin their long trip to the city.)

City Mouse: Here we are! Look! The people who live here have not cleared the table. They have left much food. Look at all the things we can eat!

Country Mouse: I don't believe what I see! Is it all real? All this food!

City Mouse: Yes, it's all real, and I eat this way every night. Try some of the sweet grapes, and the soft cheese, and the nuts, and the pudding, and the crackers. And for dessert we can eat the sweet tasty jelly.

Country Mouse: You are right, my city cousin, your food is much better.

Narrator: (In another room the huge dog starts barking.)

Country Mouse: What was that?

City Mouse: Hurry! Hurry! We have to leave quickly for that noise means danger!

Narrator: (The two mice scamper off the table and hide in a little hole in the wall. The dog enters barking. He sniffs at the hole but finally goes away.)

City Mouse: I think it's safe to go back and finish our dinner.

Country Mouse: No thank you, my city cousin.

City Mouse: What are you doing?

Country Mouse: I'm packing to go back to my country home.

City Mouse: You mean right now, with all that food still left on the table?

Country Mouse: I'm leaving right now...this very minute!

City Mouse: But I don't understand!

Country Mouse: Let me explain, dear cousin. Yes, I agree your food is much better and tastier than mine, but I don't enjoy eating always wondering when that dog is going to hear us and rush in. Good-bye dear cousin. I'm going back to the peace and quiet of the country where I won't have to worry about dogs. Good-bye.

Moral: Better to live simply in peace than in riches and in fear.

Fable Follow-Up Activities
for
"THE CITY MOUSE AND THE COUNTRY MOUSE"

1. " . . . that noise means danger."

   ◑ Make a noise that means danger.
   ◑ Tape a noise that means danger.
   ● Pretend you are an elephant, what noises could mean danger?
   an apple
   a tree
   a cat
   a piece of paper.

◐2. Tell about which mouse's dinner you would rather eat.

◐3. Write a menu for your favorite dinner.

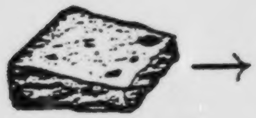
◑4. Prepare either the city or country mouse's dinner and serve it to other students.

●5. Label one side of a piece of construction paper: "City Mouse's Dinner" and the other side: "Country Mouse's Dinner."

Cut out pictures of food that each mouse served and paste them on each side of a paper.

◐6. Analyze both mouse's dinner according to the four food groups. Which mouse's dinner was most nutritious? What foods could be added to make each more nutritious?

●7. Make a lotto puzzle. Students place food pictures on correct food words.



Country Mouse's Dinner	City Mouse's Dinner
beans	crackers
cheese	grapes

●8. Watch what happens to real food for a week. Put out the country mouse's dinner. Record the changes in a journal.

●9. If you were making dinner, what would you fix? Cut and paste pictures from magazines.

◑10. Visualize one mouse's dinner. Draw one of the dinners on a chalkboard or paper.

THE HARE AND THE TORTOISE

Characters: Hare
Tortoise
Fox

Setting: In a woods

Hare: Ha-ha-ha-ha! My dear Mr. Tortoise, please forgive me for laughing, but I can't help it. Ha-ha-ha-ha!

Tortoise: What are you laughing at?

Hare: Ha-ha-ha-ha! Your legs! Ha-ha-ha-ha-ha!

Tortoise: What is so funny about my legs?

Hare: They are so short! Ha-ha-ha! And you travel so slowly! You are truly a funny sight! Ha-ha-ha-ha-ha-ha-ha!

Tortoise: I'm glad you are so amused, but let me tell you this. Even though you are as fast as the wind, I will beat you in a race.

Hare: What did you say?

Tortoise: I said I can beat you in a race!

Hare: HA-HA-HA-HA-HA-HA!

Tortoise: Are you afraid to accept my challenge?

Hare: Afraid? Ha-ha-ha-ha! You sure are a silly fool. You are so slow and I am so fast... how could you possibly win?

Tortoise: We will never know unless we try it.

Hare: Ha-ha-ha-ha-ha-ha-ha!

Tortoise: Why don't you stop laughing so we can begin the race.

Hare: Ha-ha-ha! All right, I accept your challenge. Now, who will decide what course we run?

Tortoise: Perhaps Mr. Fox over there will plan the course for us? Mr. Fox!

Fox: What can I do for you?

Hare: This silly tortoise has challenged me to run a race. Will you decide what course we are to run?

Fox: Certainly, glad to be of help. The course you will run will be the road that leads directly up the mountain, and the one who reaches the peak first is the winner.

Tortoise: Fair enough.

Hare: I'm ready, Mr. Tortoise, are you? Ha-ha-ha-ha-ha-ha!

Tortoise: Yes, I'm ready, Mr. Hare.

Fox: Get ready! On your mark! Get set! Go!

Narrator: (The race begins. The hare quickly runs far ahead, and the tortoise is left way behind.)

Hare: This is a silly, silly, race. I'm so far ahead I can't even see poor Mr. Tortoise. I think I'll take a little nap in this cool grass.

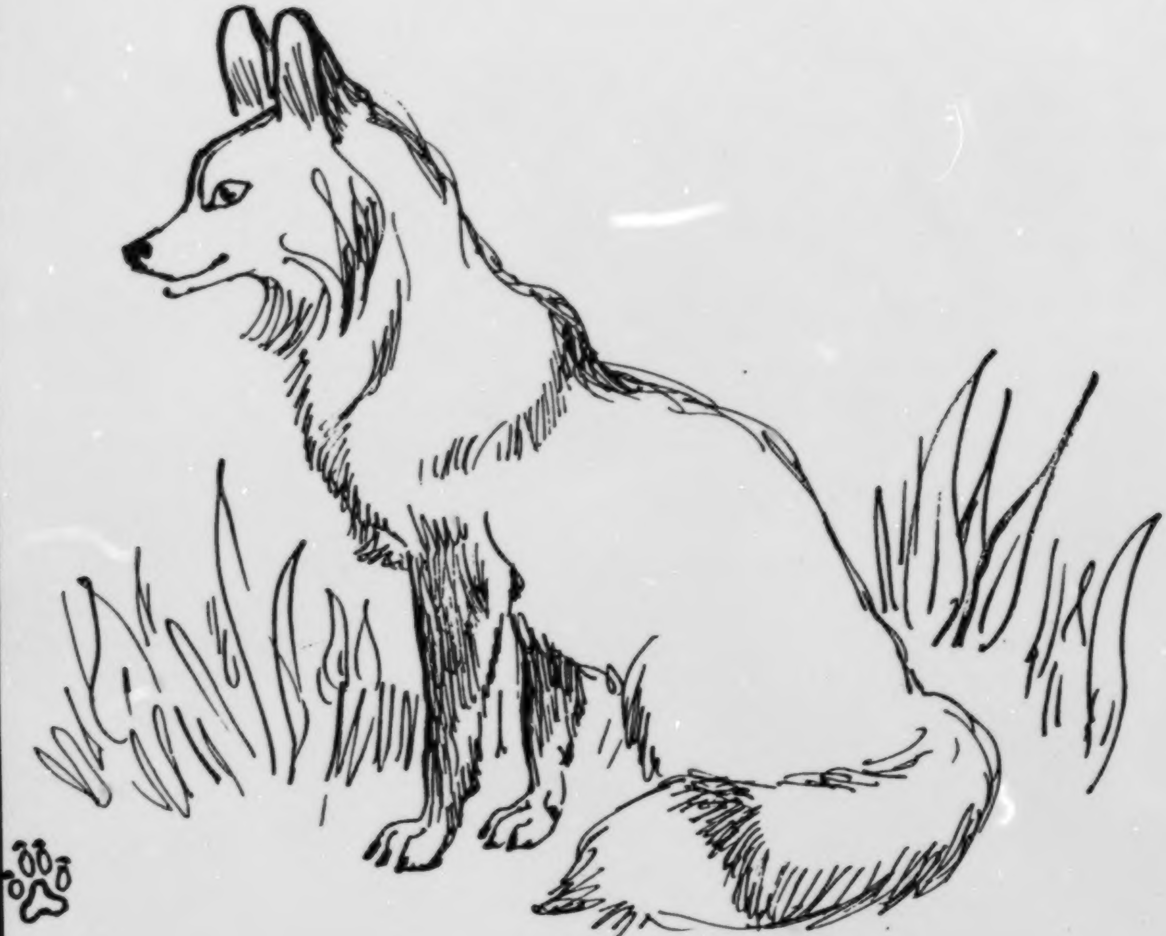
Narrator: (The hare falls sound asleep. The tortoise continues at his slow pace, quietly goes by the hare, and reaches the peak of the mountain first.)

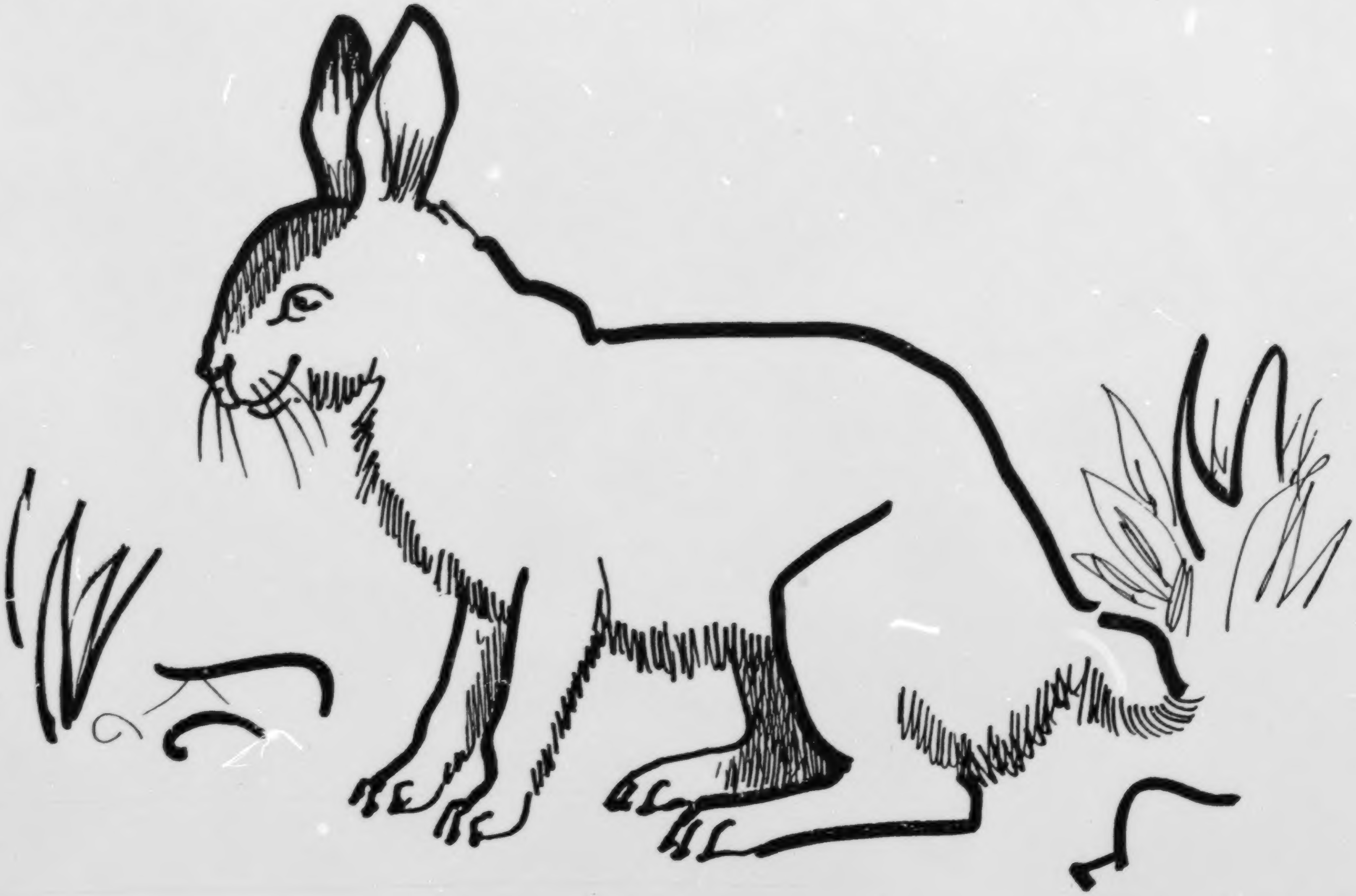
Hare: Well, that was a nice nap. I still don't see that silly tortoise. Ha-ha-ha! Well, might as well go to the peak of the mountain and wait for him there. Ha-ha-ha-ha-ha-ha!

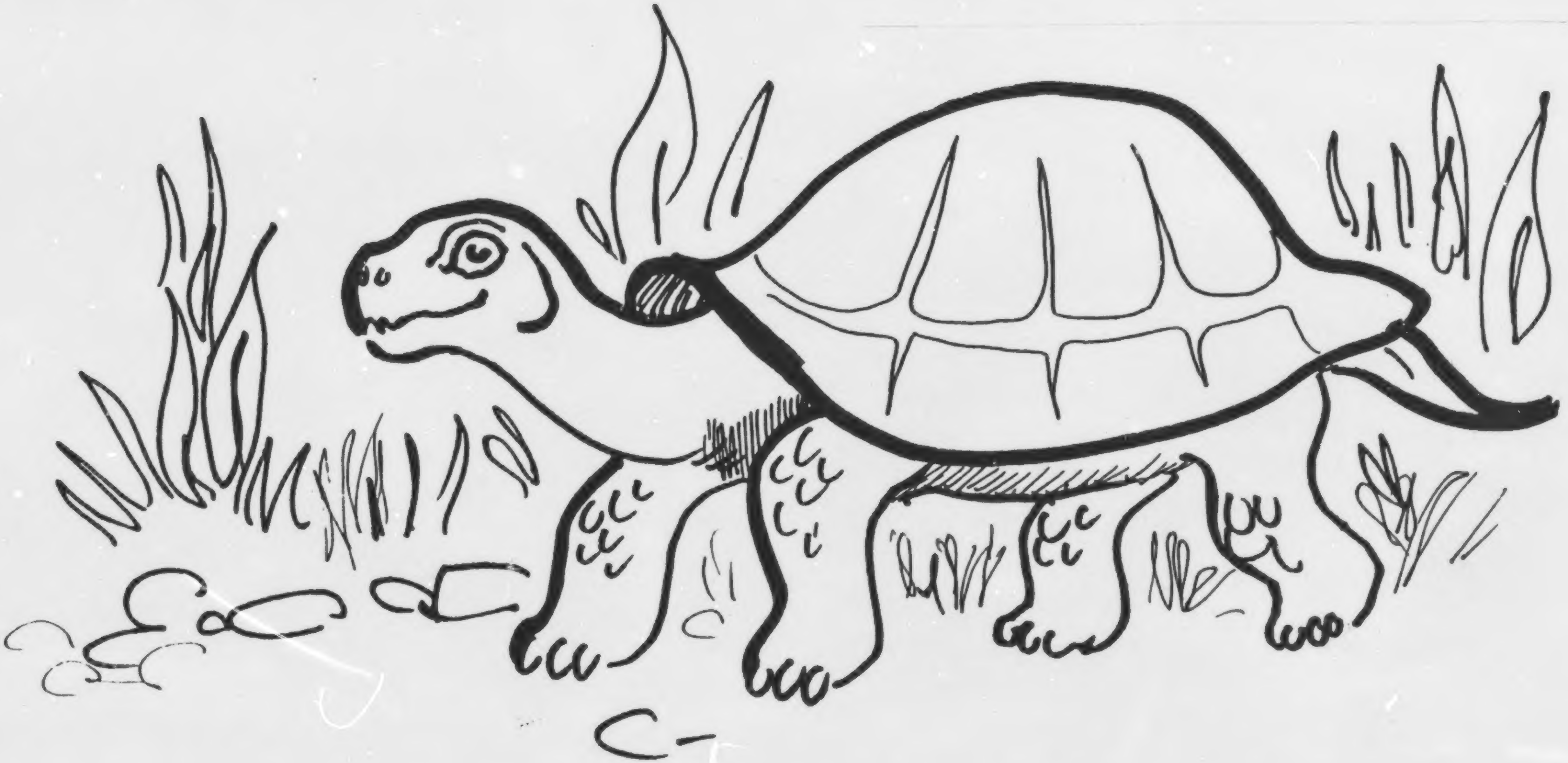
Narrator: (The hare strolls leisurely to the peak of the mountain where he finds the tortoise waiting.)

Tortoise: Hello, Mr. Hare! Where have you been? You see, I told you I could beat you in a race and I have!

Moral: Persistence pays







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Fable Follow-Up Activities
for
"THE HARE AND THE TORTOISE"

● 1. Vocabulary: (See "Fable Follow-Up Activities: Vocabulary Building")

hare
tortoise
persistence
leisurely

◐ 2. Tell the difference between a tortoise and a turtle.

THE TWO FROGS

Characters: First Frog, Second Frog, Narrator

Setting: A very hot summer day, two frogs are hopping along a very, very dusty road.

First Frog: We have been hopping along all day, and I don't think we will ever find water! Every pond is all dried up!

Second Frog: Don't get discouraged! After all, this has been a very dry summer. Of course, it will take some time before we find a nice wet pond.

Narrator: (The two frogs continue hopping down the dry dusty road.)

First Frog: Look! Look! There's a well! At last our journey is over!

Narrator: (Both frogs jump to the edge of the well.)

First Frog: Let's jump in! It looks so nice and wet!

Second Frog: Wait! Wait! Don't jump in!

First Frog: Don't be silly. Why not?

Second Frog: Let's talk about it first.

First Frog: There is nothing to talk about. All day long we have been hopping along this hot, dusty road searching for water. Now we have found it, and you say, let's talk about it! I'm going to jump!

Second Frog: Wait a moment!

First Frog: I'm going to jump into the well right now!

Second Frog: Wait! Wait! Yes, the well is full of cool delicious water, but what if the well goes dry just as all the other ponds went dry? We would be in an awful situation if we couldn't get out of the well!

First Frog: Don't be silly! The well isn't going to go dry.

Second Frog: You jump in if that's your decision, but as for me I'm going to keep hopping along the hot, dusty road until I find a cool stream. Good-bye!

Moral: Look before you leap.

Fable Follow-Up Activities
for
"THE TWO FROGS"

1. Vocabulary: (See "Fable Follow-Up Activities: Vocabulary Building.")

   discouraged

2. Which frog are you most like, the daring one or the cautious one?

THE NOT-SO-BIG FROG

Characters: A Narrator
Baby Frog
Daddy Frog

Setting: On a lily pond

Baby Frog: Daddy! I just had a very bad scare. A big beast came to our pool to get some water. She had a big body, a funny tail, and she cried, MOO! MOO!

Narrator: The big frog laughed.

Daddy Frog: What a silly story! That was just the sleepy cow who comes over here from the dairy farm. She is really not as big as she seems. Look at me. I am pretty big, too.

Narrator: And the big frog puffed up his fat belly with air.

Daddy Frog: Was she as big as this?

Baby Frog: Yes, yes. She was.

Narrator: Again the big frog puffed and puffed.

Daddy Frog: Anyone can see she was not as big as I am now. Look at me.

Baby Frog: She was many times bigger than you.

Narrator: So the big frog puffed some more. Then he said,

Daddy Frog: The cow was not as big as...

Narrator: POP! The big frog got so full of air that he popped!

Moral: Don't try to be bigger than you are.

Fable Follow-Up Activities
for
"THE NOT-SO-BIG FROG"

●1. Vocabulary: (See Fable Follow-Up Activities: Vocabulary Building")

frog
toad
beast
dairy

●2. Dramatize the story using two balloons to represent the frogs.

◐3. The cow was bigger than the Daddy frog. What other farm animals are smaller than a cow.

◐4. Do you think the baby frog will grow up to be very proud like his father? Why or Why not?

◐5. What was Mama Frog doing while Daddy Frog was puffing?

◐6. Draw a picture of Daddy Frog after one puff, two puffs, three puffs, four puffs. . .

◐7. Write some comparisons.

"THE NOT-SO-BIG FROG"

bigger than a frog____________________

1. bigger than ____________________
2. stronger than ____________________
3. smaller than ____________________
4. hotter than ____________________
5. colder than ____________________
6. longer than ____________________
7. shorter than ____________________
8. fatter than ____________________
9. faster than ____________________
10. slower than ____________________
11. heavier than ____________________
12. funnier than ____________________
13. greener than ____________________

THE CROW AND THE PITCHER

Characters: A Narrator
A Crow

Setting: In a tree outside a window

Narrator: In hot lands there are times when rain does not fail. Then there is no water in the lakes and ponds. A crow in such a land had no water for a long time.

Crow: If I do not get a drink of water soon, I will die. What I would give for some cool water!

Narrator: The crow saw a girl put a tall, blue pitcher on a window sill.

Crow: There is my water, I hope.

Narrator: But when she got there, she found just a little water in the pitcher. She tried to reach the water but could not get to it. She tried and tried again but had to give up.

Crow: What can I do? I know! Yes, I have it!

Narrator: She got a small stone from the ground and dropped it into the pitcher. She did the same thing again and again. Bit by bit, the water rose in the pitcher. The crow kept on dropping the stones into the pitcher. At last the water rose to the top. The crow put her bill into the pitcher and drank all she wanted.

Moral: Where there is a will, there is a way.

Fable Follow-Up Activities
for
"THE CROW AND THE PITCHER"

●1. Vocabulary: (See "Fable Follow-Up Activities: Vocabulary Building")

crow
pitcher
window sill
bill

●2. Dramatize the fable using a real pitcher or jar, water, and stones.

●3. Dramatize a situation or problem that you once had, and show how you solved it.

◐4. Try using other objects to get water to rise to the top of a jar or pitcher.

◐What types of objects work best?

Why do you think these work best?

THE MILK MAID AND HER PAIL

Characters: A Narrator
A Milk Maid

Setting: Somewhere on a country road

Narrator: A milk maid had a big pail of milk. As she went down the road, she said,

Milk Maid: Let me see. I will sell this pail of milk.
Then I will get some eggs.
From the eggs I will get a lot of chicks.
The chicks will get big and be hens.
Then I will wait till the price of hens is up.
I will go to the store and sell all the hens.
I will spend what I get to buy a fine red dress.
All the men will look at me and like me.
Some man will ask me to be his wife.
How happy I will be.

Narrator: Just then the milk maid hit her toe on a stone. She fell. Over went the pail of milk. Not one drop of milk was left.

Moral: Don't count your chickens before they hatch.

Fable Follow-Up Activities
for
"THE MILK MAID AND HER PAIL"

●1. Vocabulary: (See "Fable Follow-Up Activities: Vocabulary Building")

milk maid
pail
chicks
hens

●2. Cut out or draw pictures to illustrate what the milk maid dreamed would happen. Put them in correct order.

milk - eggs - chicks - hens - dress - man - tripped - spilled milk

◐3. Cut out and put the words on page 2 in correct order, according to the fable.

●4. Dramatize the fable, having student portray the milk maid, chicks, and men.

◐5. What does the moral, "Don't count your chickens before they hatch" mean?

●6. Add more events to the fable and dramatize them:
What did the milk maid do after she spilled the milk?
Did she finally get a husband? If so, how?

"THE MILK MAID AND HER PAIL"

sell milk

buy eggs

eggs hatch into chicks

chicks grow into hens

sell hens

buy dress

man asks maid to
be his wife

tripped over a stone

spilled her pail
of milk

THE FOX AND THE GRAPES

Characters: A Narrator
A Fox

Setting: A vineyard in the country

Narrator: One hot day a fox went looking for something to eat. At last, he saw some blue grapes.

Fox: Good, the grapes will make a fine meal. They are as good and ripe as any I have seen. See how blue they are!

Narrator: He backed up two steps, ran, and jumped for the grapes. He could not get to them. He backed up three steps. He ran as fast as he could and jumped. He missed again.

Fox: I did not run as fast as I could. Here I go again. This time I will make it.

Narrator: Again he missed. He sat down to rest. Up he went, again and again. At last he had to stop. He was too tired to run and jump and ran away with his nose in the air.

Fox: What do I care! The grapes were sour. I did not want them anyway!

Moral: We should not give up.

Fable Follow-Up Activities
for
"THE FOX AND THE GRAPES"

●1. Vocabulary: (See "Fable Follow-Up Activities: Vocabulary Building")

vineyard

◐2. Write some opposites for certain words in the fable.

●3. Dramatize the fable.

4. Tell or write about ways that the fox could have gotten the grapes.

◐5. What does it mean when it said, "The fox ran away with his nose in the air"?

●6. Tell and show how the fox might have felt after failing to get the grapes.

"THE FOX AND THE GRAPES"

Write an opposite for each of these phrases from the fable:

1. hot day
_____ day

2. fine meal
_________meal

3. up he went
________ he went

4. had to stop
had to ______

5. grapes were sour
grapes were _________

6. I did not want them
I _____________ them

7. country
____

8. fast
____

9. last
____

THE DOG AND HIS MEAT

Characters: A Narrator
A Dog

Setting: A hot day by a pond of water

Narrator: One day a hungry dog stole some meat from a cook. He ran home as fast as he could. On his way, he had to cross a board over a deep pool of water.

Dog: He looks just like me.

Narrator: The dog stood still. The dog in the water stood still. He held one foot in the air. So did the dog in the water. The dog put his foot down. So did the dog in the water.

Dog: So, he wants to make fun of me! Good. I will fool that poor dog. I will soon have his food and mine, too.

Narrator: As he said this, he snapped at the dog in the water. The meat fell into the pool. Poor dog! He did not get the dog's meat, and he lost his own meat, too.

Moral: If you are greedy, you may not keep what you have.

Fable Follow-Up Activities
for
"THE DOG AND HIS MEAT"

●1. Vocabulary: (See "Fable Follow-Up Activities: Vocabulary Building")

stole
board
greedy

◐2. Find another word in the fable that means the same as "pool".
What other words mean the same?

◐3. Who was the dog in the pond?

4. Why was the dog running home fast?

◐5. Why was the dog hungry?

●6. Dramatize the fable using a mirror for the pond.

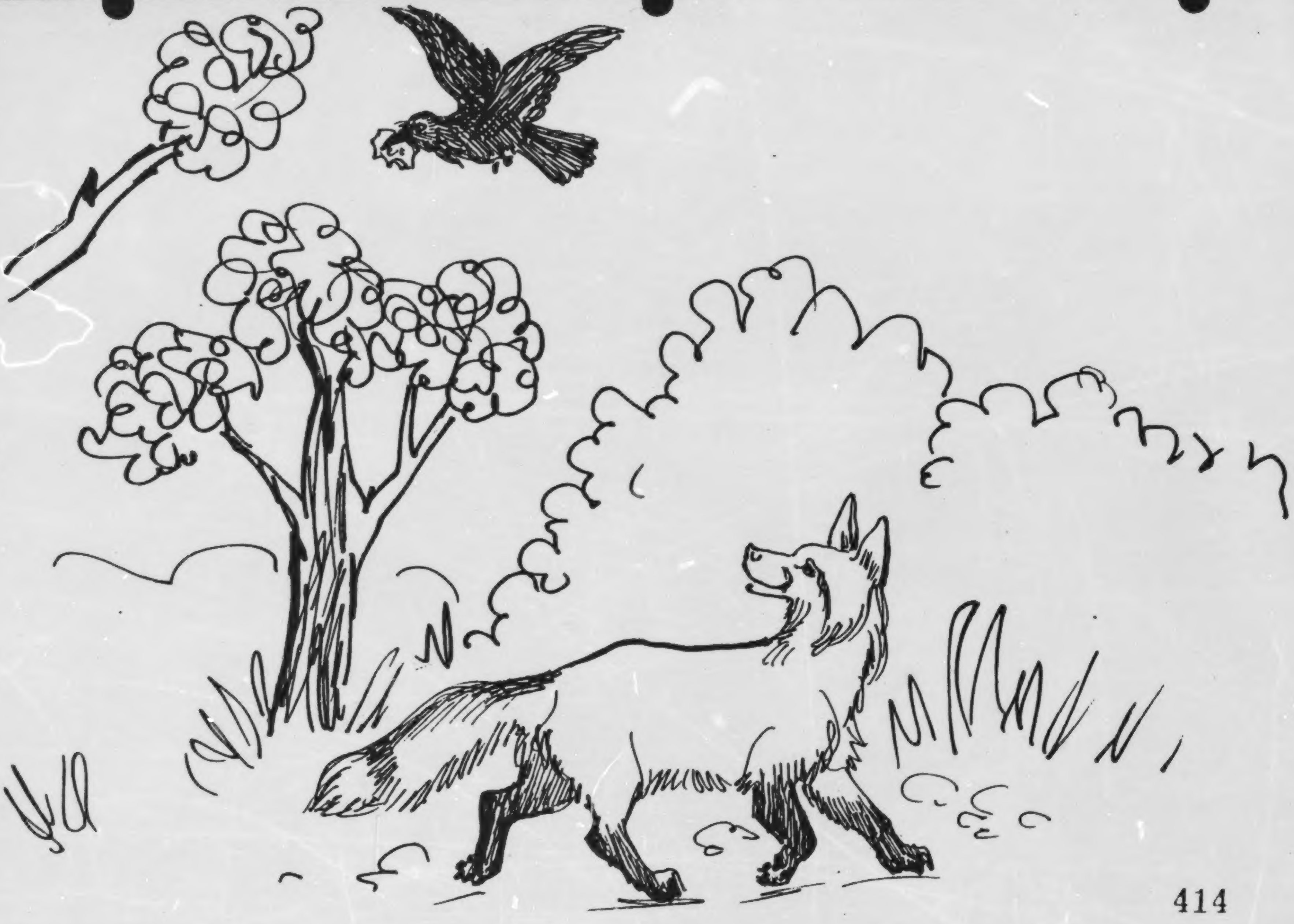
THE FOX AND THE CROW

Characters: A Narrator
A Fox

Setting: Somewhere in the country

Narrator:	A crow had some good luck. She had found a fine, thick slice of cheese. She held it in her bill and sat on the branch of a tree to eat it. But a wise, old fox saw her.
Fox:	Cheese! How I love it.
Narrator:	The fox ran over to the tree and looked up at the crow.
Fox:	Dear Crow, how pretty you look today! Your black wings shine so! There is no other crow like you.
Narrator:	The crow looked down at the fox but held onto the cheese.
Fox:	And how you can sing! Let me hear one of your songs, little one. We all know you sing the best. I cannot wait to hear you.
Narrator:	The poor, foolish crow could not keep still. As soon as she tried to sing, the slice of cheese fell from her mouth. The fox made a snap with his teeth and had it. Down his throat went the cheese. The poor crow still tried to sing.
Fox:	That will do. You silly crow, you cannot sing. I just wanted the cheese. After this, do not be such a vain fool.

Moral: It is foolish to listen to flattery.



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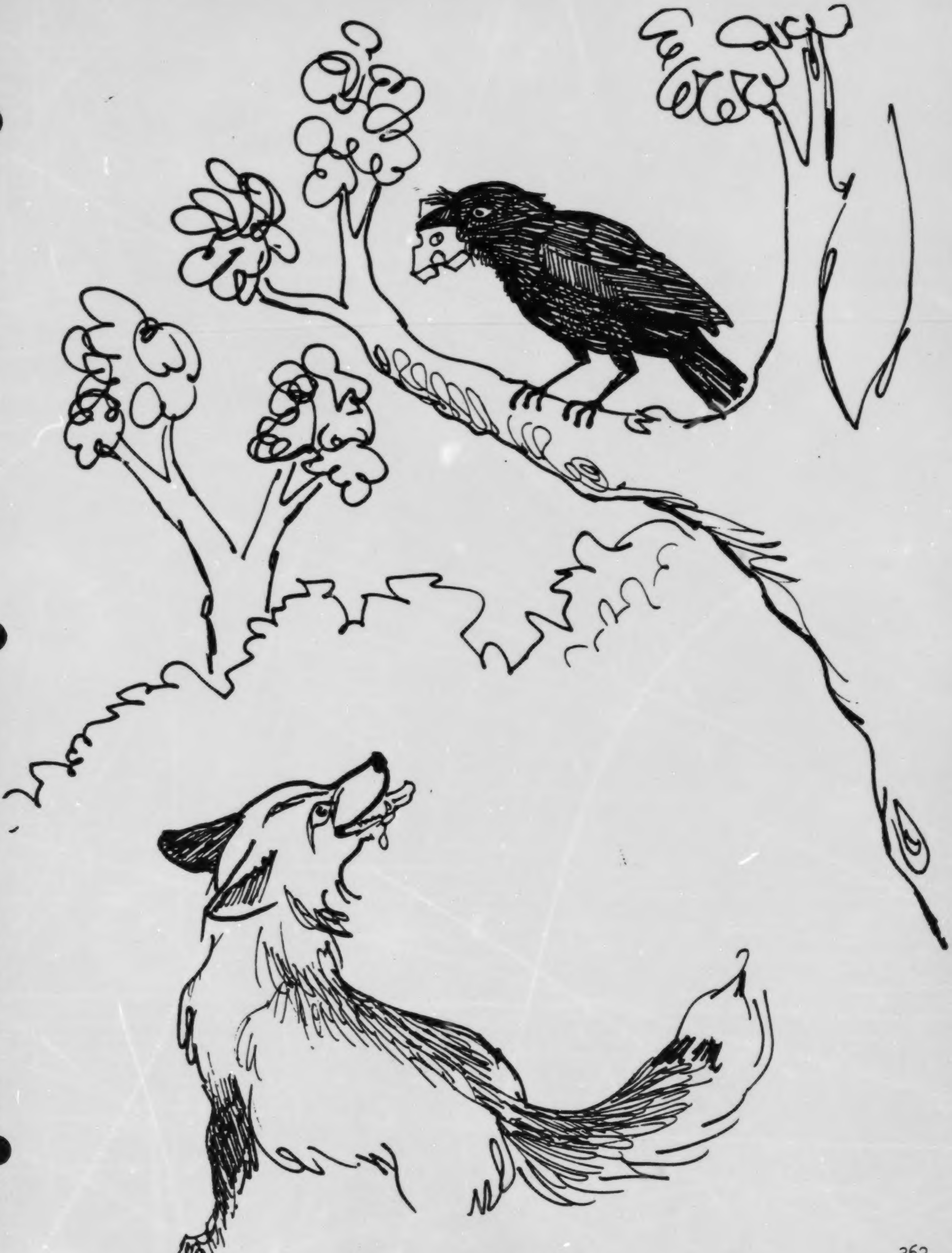
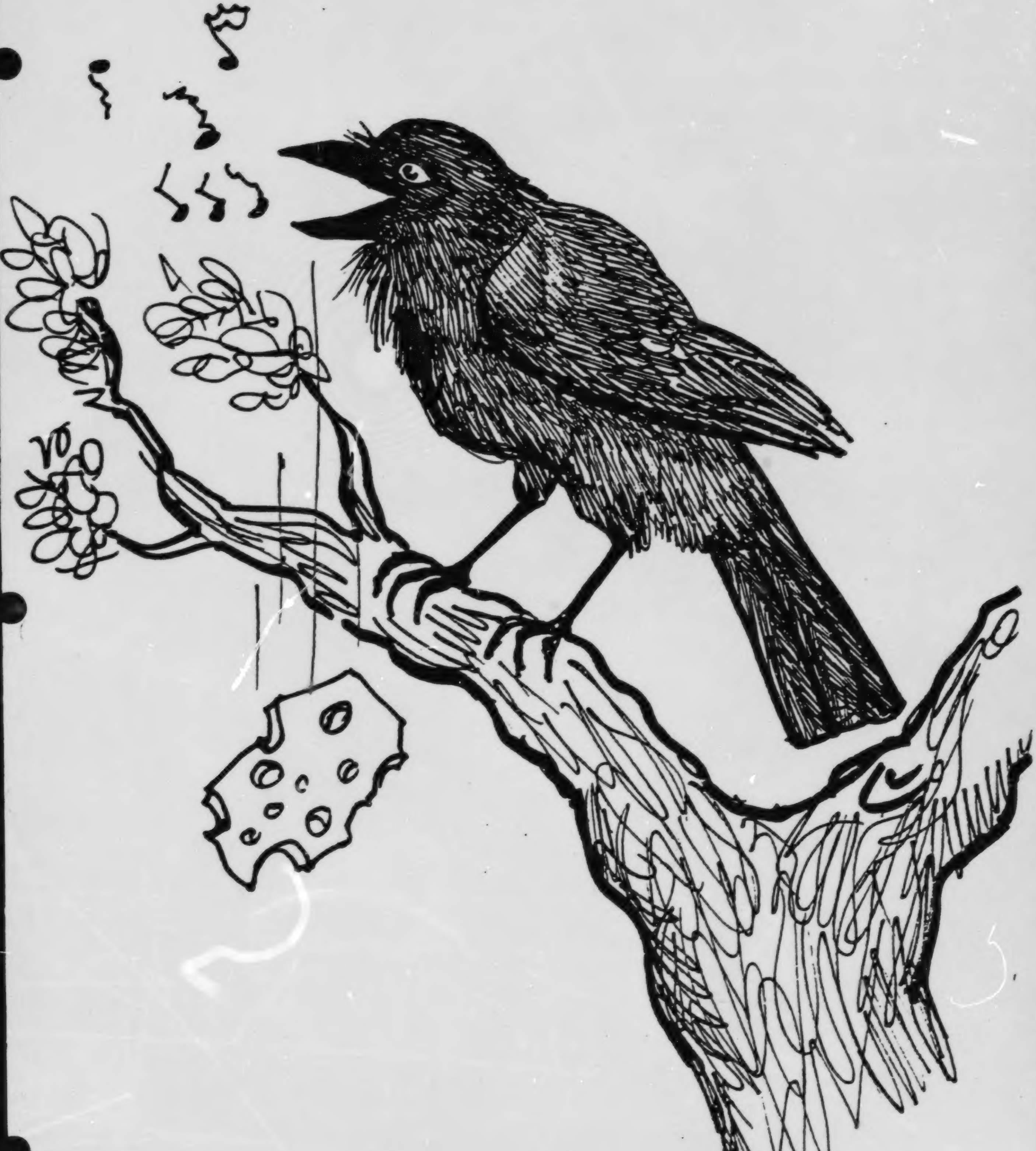
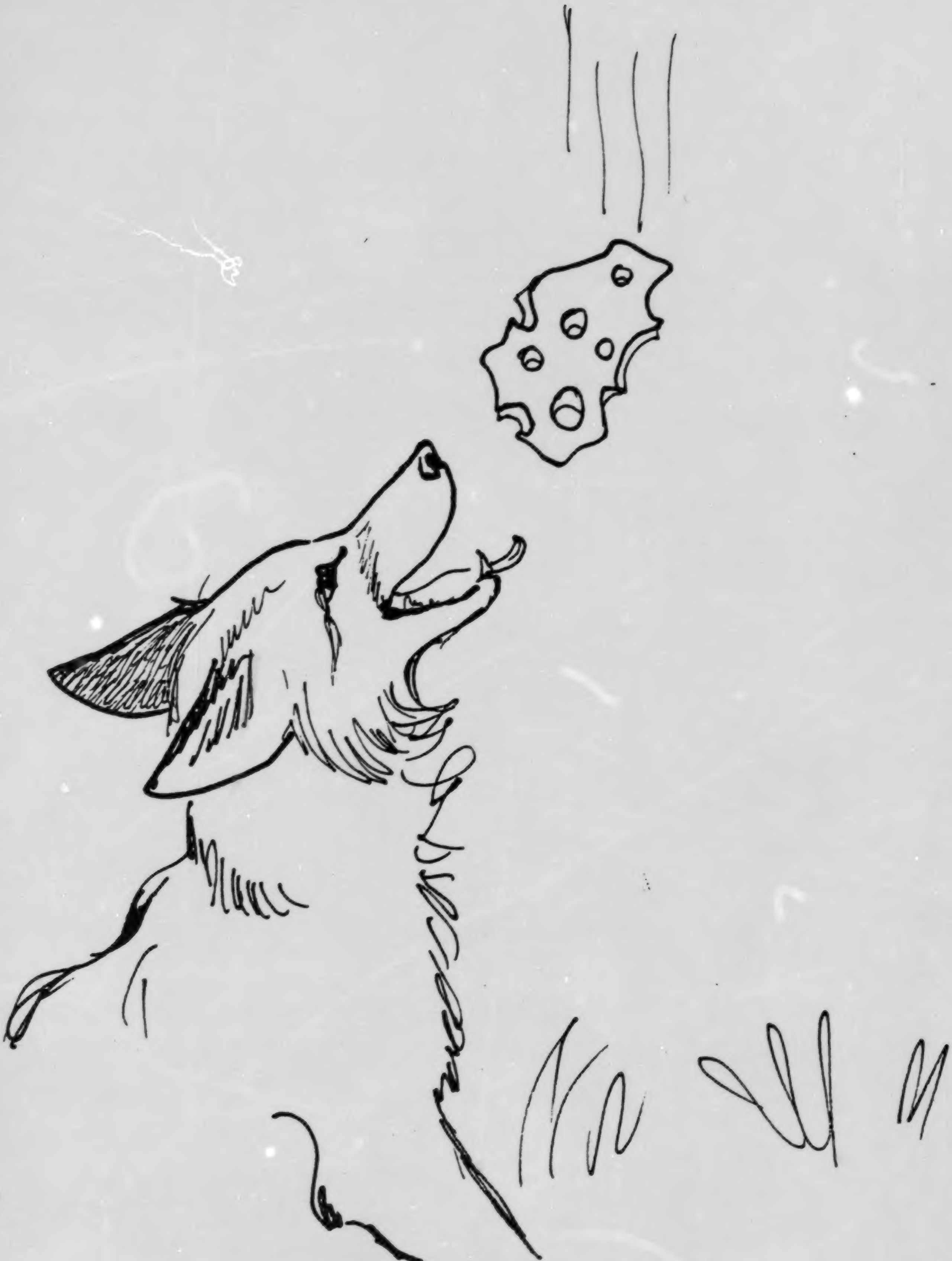






"THE FOX AND THE CROW"

Write either "fox" or "crow" beside each word:

silly ______________________

foolish ______________________

good luck ______________________

bill ______________________

wise ______________________

old ______________________

pretty ______________________

black ______________________

wings ______________________

sang ______________________

ate cheese ______________________

Fable Follow-Up Activities
for
"THE FOX AND THE CROW"

● 1. Vocabulary: (See "Fable Follow-Up Activities: Vocabulary Building")

luck
slice
wise
shine
vain
flattery
compliment

◐ 2. The fox flattered the crow by:

telling her________________________

telling her________________________.

● 3. Dramatize the fables.

◐ 4. What is the difference between flattering and complimenting someone?

◐ Compliment at least four (4) students in your class.

◐ 5. Match words that describe the fox and the crow with the animals' names. (see page 2)

"A" BOOKS

OBJECTIVES: Completing a thought verbally
Expressing visualization through drawing

MATERIALS: "A" Book (included)
pencil
crayons
two pieces of 6" string for each book

PREPARATION:

When assembled, these "A" Books contain 18 pages (half sheets). Students may be given the complete booklet or a page at a time (to be assembled later).

To assemble booklets:

1. Duplicate the sheets.
2. Cut the sheets in half.
3. Punch two holes on the left side of each sheet.
4. Collate.
5. Cut two 6" pieces of string for each booklet and tie.

ACTIVITY:

These booklets are called "A" Books because each sentence to be completed starts with an "A".

◐ The teacher may have the students complete each sentence:

with the first idea that comes to their mind
-or-
with ideas generated from a class brainstorming session.

◑ Students draw a picture of what they visualize for each sentence.

● Allow time for students to read and enjoy each others "A" Books.

"A" BOOK

BY

____

GRADE____

The students were given the beginnings of sentences which were written in capitals.

They wrote their own endings.

We hope you enjoy reading them.

A BOY...

A GIRL...

A T.V...

425

A GRANDMA...

426

A GRANDPA...

A MOM...

427

428

A DOCTOR...

A DENTIST...

429

430

A DAD...

A TEACHER...

A FIREMAN...

A POLICEMAN...

433

434

A FRIEND...

A MOOSE...

A HAMBURGER...

A NURSE...

CREATIVE PROVERBS

OBJECTIVES: Stimulating creative thinking
Express visualizations through drawing

MATERIALS: Creative Proverb booklet (included)
two 6" pieces of string for each booklet
hole punch
paper cutter
pencil
crayons

PREPARATION:

When assembled, these Creative Proverb Booklets contain 34 pages (half sheets). Students may be given the complete booklet or a page at a time (to be assembled later).

To assemble booklets:

1. Duplicate the sheets.
2. Cut the sheets in half.
3. Punch two holes on the left side of each sheet.
4. Collate
5. Cut two 6" pieces of string for each booklet and tie.

Activity:

● On each page, the teacher reads the beginning of the proverb and allows student to supply a creative ending (either teacher or student writes it on the page).
Example: The early bird catches...a cold.
(Students may know the traditional versions of some of the proverbs. Allow them to use those as their endings.)

◑ Students draw a picture of what they visualized the proverb to mean.

◐ Discuss the meanings of each proverb. Allow time for students to read and enjoy each other's booklets.

A BOOK OF
CREATIVE PROVERBS

BY

____

GRADE___

The students were given the beginnings of proverbs which were written in capitals.

They wrote their own endings.

We hope you enjoy reading them.

HE THAT LOVES A BOOK WILL NEVER...

DON'T COUNT YOUR CHICKENS BEFORE...

LOOK BEFORE YOU...

MANY HANDS MAKE...

TOO MANY COOKS...

IF YOU CAN'T SAY SOMETHING NICE...

A PENNY SAVED IS A...

POLITENESS COSTS NOTHING AND...

THE EARLY BIRD CATCHES...

A STITCH IN TIME...

HAVE A PLACE FOR EVERYTHING...

EARLY TO BED AND EARLY TO RISE, MAKES A MAN...

A POOR WORKMAN FINDS FAULT WITH HIS...

BIRDS OF A FEATHER...

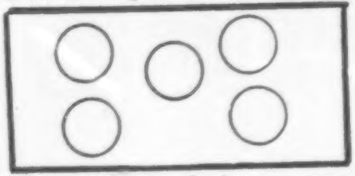
SOME OF THE BEST THINGS IN LIFE ARE ROUND

OBJECTIVES: Express visualization through art and writing
Recognize and identify words as labels for objects

MATERIALS: crayons
pencils
unlined paper

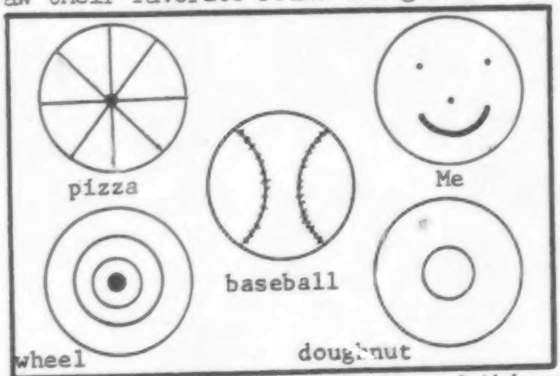
ACTIVITY:

◑Circles are drawn on a piece of unlined paper.



◑Students visualize things that are round.

●Students draw their favorite round thing and label each round picture.



◐Students write a story using the five round things they drew.

◐Students write a story pretending they are one of the round things.

VARIATIONS:

●Students cut out pictures of their favorite round things from magazines and glue them on unlined paper and label.

◑Students pantomime being one of the round things.

●Start a class collection of round things.

●Repeat the activities using squares, rectangles, triangles, ovals, diamonds.

LABEL LOOKING

OBJECTIVES: Recognize and identify printed words as labels for objects
Develop concept of multiple classification

MATERIALS:
- pencils
- crayons or felt pens
- food labels
- drawing paper

PREPARATION:

Have students bring empty food containers with labels to class.

ACTIVITY:

● Students read labels and verbally describe the containers.

◑ Students draw pictures of the containers.

◑ Students draw pictures of the contents as if they had been poured out.

● Students describe contents and/or pictures.

● Students imagine and describe the way the contents might be prepared or served.

◐ Students arrange and discuss the containers in terms of possible classes. Classes can relate to the container, the label, or the contents, i.e., large size, metal container, fruit, liquids, fancy, sweet, etc.

FOLLOW-UP:

● Students construct a "blown-up" version of a label, i.e., five times as large as the original.

◑ Students construct a collage of labels.

POPCORN PICTURES

OBJECTIVES: read and write sensory related words
develop sensory imagery and verbal expression

MATERIALS: popcorn, popcorn popper
pencil/paper or chalk/chalkboards

ACTIVITY:

Pop popcorn. Before giving popcorn to students, do the following activities:

- Have students imagine a situation when they have eaten popcorn. Have them assume a comfortable position, relax, close their eyes and imagine:

> WHERE ARE YOU WHILE YOU ARE EATING POPCORN...
> PICTURE WHO IS AROUND YOU...
> NOTICE WHAT IS HAPPENING...
> HEAR THE SOUNDS AROUND YOU...
> NOTICE WHAT THE POPCORN IS IN...
> HOW DOES THE POPCORN FEEL...
> HOW DOES IT TASTE...SMELL...LOOK...SOUND...
> SLOWLY OPEN YOUR EYES.

- Students draw a picture of their imagined popcorn experience (movies, ballgame, in front of a fireplace...).
- Students show their pictures and tell about them.
- Students write (in large letters) a word or short phrase about their drawings (movies, butter, salt, hot...).
- Students read and show their word/s to the others.
- Teacher writes five of these words on the blackboard.
- Students write a sentence about popcorn using all the words (words may be changed slightly to be grammatically correct).
  Example:
  I like hot, salted, buttered, popcorn at the movies.
- Students write another sentence (not necessarily about popcorn) using the first letters of each word:

movies	butter	salt	hot
Most	boys	slurp	hamburgers.

- Students show these new sentences.
- Students and teacher enjoy the popcorn!

POPCORN GUIDED IMAGERY

OBJECTIVE: Using guided imagery to stimulate language expression

MATERIALS:
popcorn
unlined paper
pencils
lined paper

ACTIVITY:

● Give each student a kernel of popcorn to focus on for a few seconds (have them notice how it feels and looks).

◑ Have students assume a comfortable, relaxed position with their eyes closed.

◑ Lead students in the following guided imagery:

> PRETEND YOU ARE THE POPCORN KERNEL SITTING INSIDE A PLASTIC BAG ON A GROCERY STORE SHELF. YOU ARE IN THE BAG WITH HUNDREDS OF OTHER KERNELS.
>
> ONE DAY, A LADY COMES ALONG AND PICKS UP YOUR BAG, DROPS YOU AND YOUR KERNEL FRIENDS INTO HER BASKET, BUYS YOU, AND TAKES YOU TO HER HOME.
>
> AS SHE UNLOADS HER GROCERIES, SHE PUTS YOU ON A SHELF IN A DARK CUPBOARD. YOU SIT AND SIT...
>
> ALL OF A SUDDEN, YOU SEE A LIGHT. UP YOU GO—JIGGLE, JIGGLE—YOUR BAG IS TORN OPEN AND UPSIDE DOWN YOU GO TUMBLING INTO A POPPER WITH ALL YOUR KERNEL FRIENDS.

◐ Students describe an ending:
("It felt very hot. I began to feel very funny...")

◐ Students write an ending.

◑ Students draw a picture of the ending.

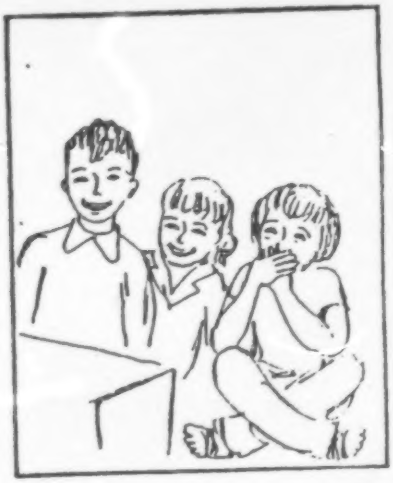
OBSERVATION INFER - MATION

OBJECTIVE: Making inferences based on observations

MATERIALS: lined paper
large, colorful pictures of people

ACTIVITY:

●Show students a picture of a person in an activity. Have students write what they observe about the picture. (i.e., The children are laughing. They are sitting on the floor.)



●Have students write as many inferences as possible based on their observations. (i.e., The children have seen something funny on T.V., the boy has told a funny joke, the children have just learned they are going to have a vacation.

◐Discuss observations and inferences as a group.

INFER - MATION

OBJECTIVES: Making inferences from realistic situations
Develop divergent thinking

MATERIALS: Infer - Mation Worksheets (included)
pencils

ACTIVITY:

- Students act out various situations. Other students will make inferences about their actions. Inferences are conclusions surmised and implied from facts or premises (i.e., if one sees smoke, a fire may be inferred).
  The following are some suggested actions for selected students to perform:
  - A student runs into the classroom huffing and puffing.
  - A student comes into the classroom crying
  - A student comes into the classroom very jubilant, saying, "Hooray, Yeah"...
  - A student runs out of the classroom.
  - Two students come into room giggling.
  - Two students come into room angry with each other.

- Students complete the Infer - Mation Worksheets. In addition to writing responses, students can draw pictures to show what may have occurred. If students are not able to do this exercise individually, the questions can be used for group discussion.

INFER - MATION WORKSHEET

Directions: Try to write three different explanations for the following events.

Tom's mother sent him to the store to buy some food. Tom came home empty-handed.

Example: Tom lost the money.
Tom lost his shopping list and forgot what to buy.
The store was closed.

Judy went to school with $1.50 in her pocket. She came home with 5¢.

____

____

____

Today is Tuesday, but John won't have to go to school.

____

____

____

Three students were twenty minutes late for class.

____

____

____

Bob came home from school in a grumpy mood.

____

____

____

The fire alarm in the hall started ringing.

____

____

____

INFER - MATION WORKSHEET (cont.)

In the middle of breakfast, Kim broke out in laughter.

Mr. and Mrs. Parker were watching television. All of a sudden the T.V. went off.

Mrs. White was Mary's teacher. One day Mary came to school, and Mrs. White was not there.

Bill came into the room shivering and shaking.

Jeff left his bicycle outside. He went out to ride his bike and found it covered with water.

Becky did not eat anything for dinner.

Marsha saw two holes in the garden.

WORDS AND PICTURE INFER - MATION

OBJECTIVE: Develop ability to make inferences from a combination of verbal and and pictorial information

MATERIALS: Words and Picture Infer - Mation Worksheets (included)
pencils

PREPARATION:

Make copies of worksheets for each student.

ACTIVITY:

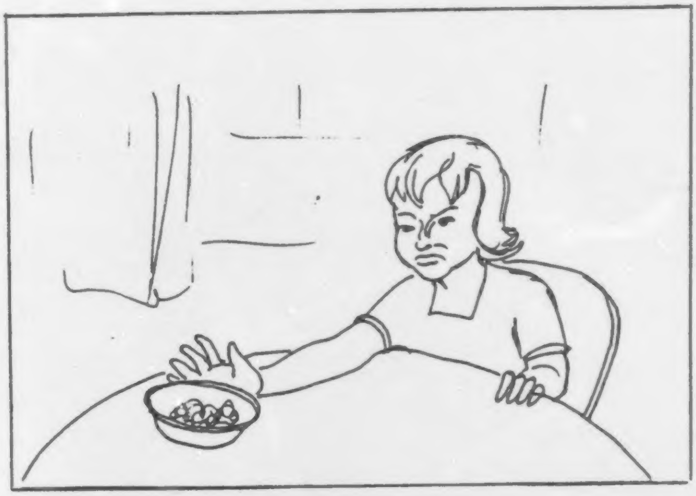
Give a set of worksheets to each student.

With younger students, read each statement to the class, direct the students' attention to the picture, and then ask the question that follows. Discuss how students were able to determine the answer.

With older students, the statement can be read by the students and answers can be written; then discuss how answers were determined.

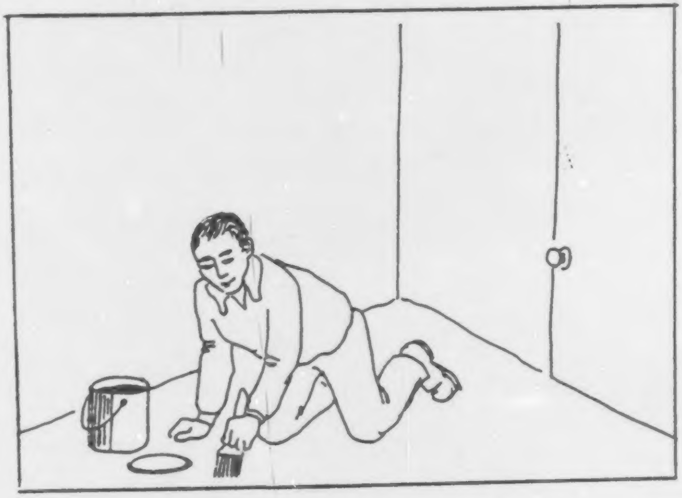
WORDS AND PICTURE INFER - MATION - 1

1. Susan loves to eat anything except oatmeal.
Look at the picture.



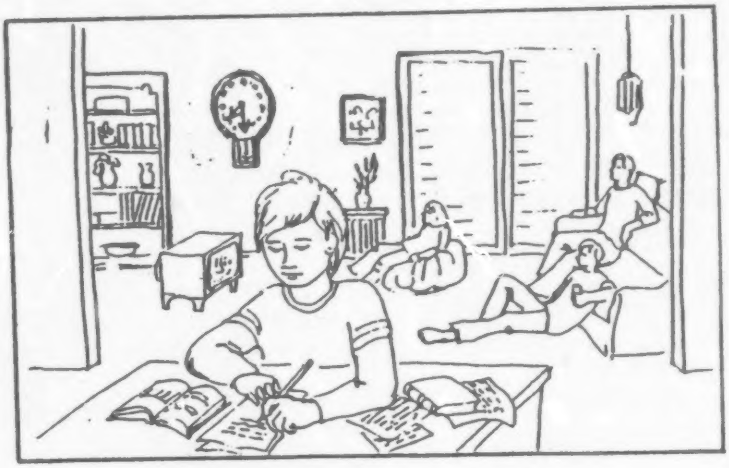
What food is in the bowl?
How do you know?

2. Jim thinks that floors should be painted blue.
He went out and bought some paint to paint in this room.
Look at the picture.



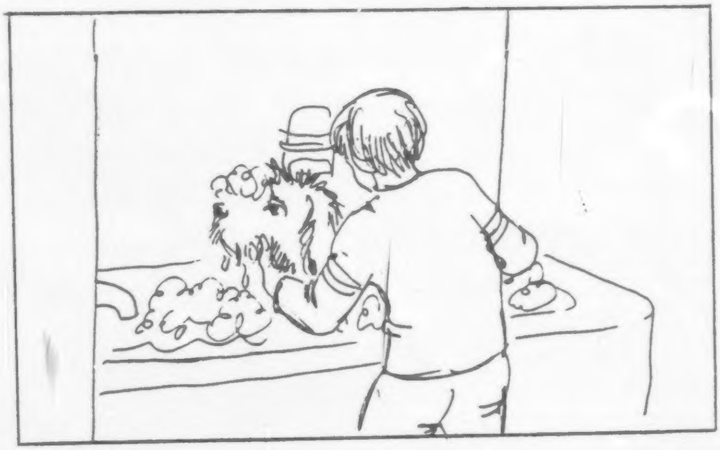
What color is the paint Jim is using?
How do you know?

3. Tom never writes on the weekend.
Tom's family only watches T.V. Tuesday through Friday.
Look at the picture.



What day is it?
How do you know?

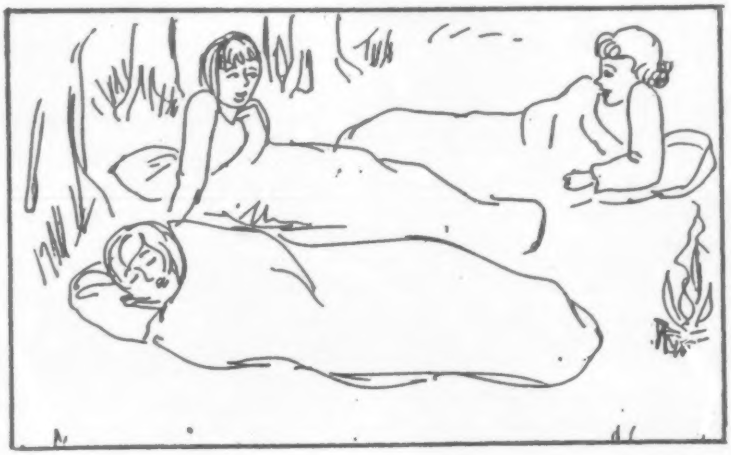
4. Billy always gives his dog a bath the day after it rains.
Look at the picture.



What was the weather like yesterday?
How do you know?

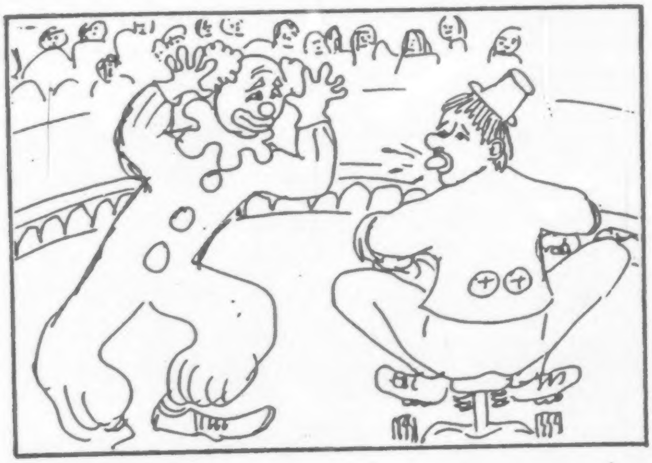
WORDS AND PICTURE INFER - MATION - 3

5. Jill, Heidi, and Lisa are at camp.
Jill and Lisa were awakened by thunder.
Look at the picture.



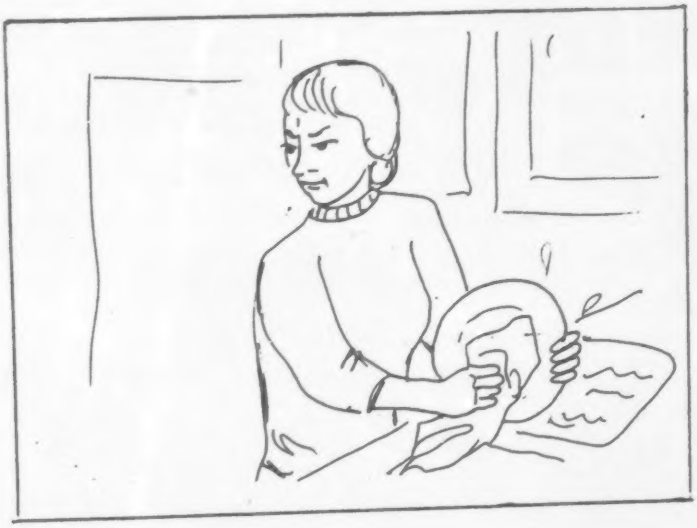
Would the sound of a branch falling wake Heidi?
How do you know?

6. Here are Bonzo and Gonzo the clowns.
Sometimes Bonzo wears a hat.
Gonzo always wears a hat.
Look at the picture.



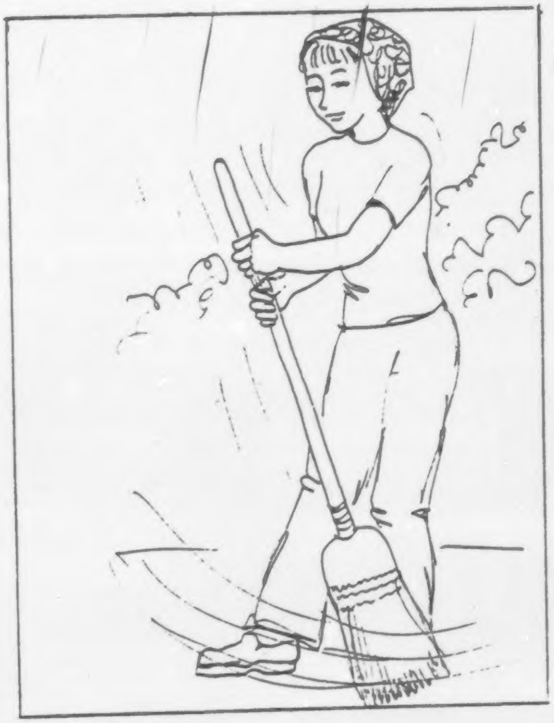
Who is the clown on the left?
How do you know?

7. Mrs. Wilson loves to wash dishes after breakfast and lunch; however she hates to wash dishes after dinner.
Look at the picture.



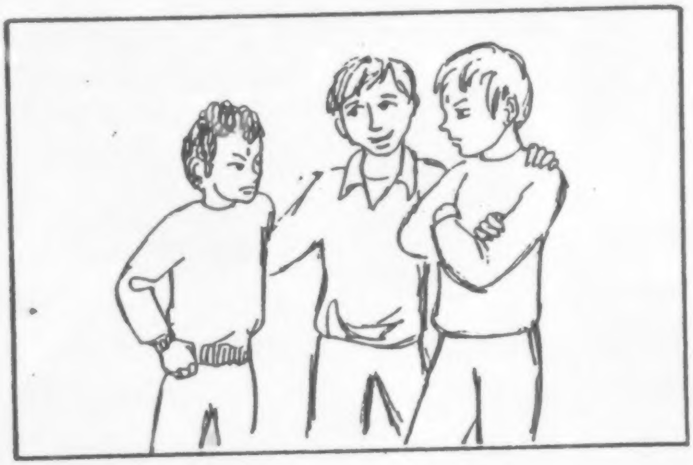
What meal did Mrs. Wilson just finish?
How do you know?

8. Mrs. Johnson will only sweep outside if one of her two children is playing in the backyard.
Her daughter is visiting a friend.
Look at the picture.



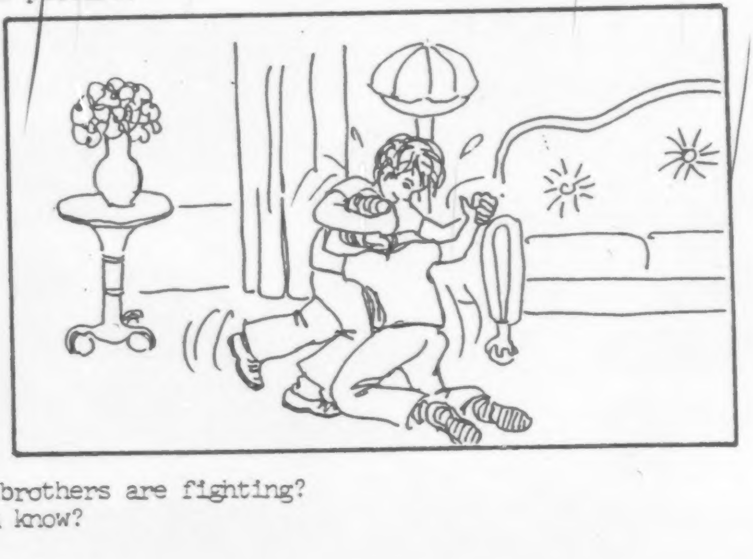
Where is her son?
How do you know?

9. Jeff, Jim, and Jerry are friends.
Jim and Jeff are mad at each other.
Look at the picture.



Who is the boy in the middle?
How do you know?

10. Billy, Barry, Bret, and Bob are brothers.
Bill is in the backyard.
Barry is two years old.
Look at the picture.



Which two brothers are fighting?
How do you know?